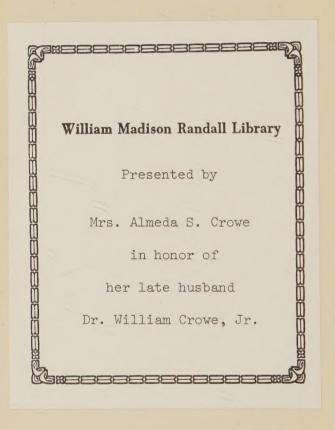
HISTORY OF HANOVER COLLEGE



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THE HISTORY OF HANOVER COLLEGE

FROM 1827 to 1927

*By*WILLIAM ALFRED MILLIS, LL. D.

Illustrated

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INTRODUCTION

In its annual meeting of June, 1925, the Board of Trustees adopted a resolution providing for the celebration of the centennial of the founding of Hanover College in connection with the 1927 Commencement exercises. They requested the Faculty to submit suggestions for the celebration, and in response to this request a formal report was presented at the meeting of the Trustees in June, 1926. Acting upon the suggestion that the presentation of the history of the Institution should be a prominent feature of the centennial program, the Board directed the President of the College to prepare the volume, and assumed re-

sponsibility for its publication.

The object of this volume, primarily, is to give a picture of the growth of Hanover College: its objectives: its struggles and its victories; and particularly to supply the information which will enable the alumni and the undergraduates to appreciate more fully their Hanover has an interesting hissplendid heritage. tory, prophetic of an equally interesting future. telling of the story has filled the writer with admiration for the sturdy courage and superb faith of the founder, of the men who were associated with him in the Board of Trustees and on the Faculty, the members of the Hanover Presbyterian Church and of Madison Presbytery, and the noble band of officers, teachers, and agents who gave us our College; and with gratitude for the lofty idealism and spirit of self-forgetting service which they wrought into its tradition. If these pages help to stimulate something of the same feeling in the reader, the author's reward will be ample.

Hanover College was the first church school established in Indiana, and for all these years has been active in meeting new educational conditions. Here we find the beginnings of many things prominent in modern college education. Here the great Presbyterian theological seminary of the Central West had its origin. The first experiment in vocational education was made at Hanover. The College Christian Association movement began here. The teaching of science by the laboratory method was introduced into Indiana by Hanover, as were football and intercollegiate tennis. The evolution of the college curriculum is well shown here. Hanover thus is an exceedingly prominent factor in the educational history of an exceedingly interesting commonwealth. It is hoped that this book will make a substantial contribution to the history of college education in general. and so render a service wholly beyond its immediate objective as a part of the centennial observance.

For source materials the writer has drawn upon a number of documents as well as the personal testimony of living alumni. He has had access to the minutes of all meetings of the Trustees and the Faculty except for a few years at the time of the removal of the College to Madison. This period, however, was well covered by the manuscript prepared by Dr. Crowe which covers rather minutely the activities of both the Board and the Faculty, and the actions of the Presbytery, Synod and Legislature relating to the College, up to the time of his death. Dr. Garritt's manuscript takes up the story at the point where Dr. Crowe ended, and carries it forward from personal recollection, Board and Faculty minutes, and his collection of Hanoveriana to the beginning of President

Fisher's administration. The twenty-eight years of Dr. Fisher's presidency are fully covered in his autobiography, "A Human Life," written after his retirement. Some years ago a short history of the College was published by Rev. A. Y. Moore, D. D. Dr. Moore's long service as fiscal agent gave him considerable personal knowledge of the Fisher regime, but his book for the most part is a resume of the Crowe manuscript. The annual catalogues have proven to be mines of information. The last fifty years are rather faithfully recorded in the files of the various student and other publications. Almost the entire story can be written from the personal testimony of four men: Dr. Crowe, Dr. Garritt, Dr. Fisher and the writer, with Dr. Garritt overlapping the periods covered by the other three.

It has been necessary to omit much interesting detail in order to keep within limits of space. The available data would fill a much larger volume. Rather extensive quotations from documentary and personal testimony have been made, in part to get such material into permanent and convenient record, and in part to secure the original picture.

Personal references have been made solely for the purpose of illustration, and with no thought of calling attention to particular individuals, and certainly without thought of publicity. The *Alumni Record* which is to be published as a companion volume will contain the biographical material which it is necessary to exclude from this book.

With grateful appreciation of the privilege of its composition, and dedicating it to the alumni, and present and future students, the author offers them the History of Hanover College.





REV. JOHN FINLEY CROWE, D. D.



CHAPTER II

JOHN FINLEY CROWE

If, as Mr. Emerson once said, an institution is but the lengthened shadow of a man, Hanover College is the extension and embodiment of the spirit and purpose of John Finley Crowe. Many other equally devoted and able men have made vital contributions, but to none of these is the debt so great as to the rugged pioneer preacher and teacher who was "twice the founder." A proper appreciation of his personality and character is essential to the understanding of this first church college of Indiana. No picture of the man drawn at the close of the century can so fully depict his zeal for religion, his energy and devotion, and the modest, prophetic beginnings of the College, as the "Succinct History of Hanover College," published in the first catalogue issued by the institution January, 1833, and evidently prepared by Dr. Crowe. It is reprinted in full:

"In the year 1825, two ministers of the Gospel, John M. Dickey and John F. Crowe, who had entered Indiana as pioneers and had settled near to each other, where eight or ten churches and as many counties, were entirely dependent on them for ministerial labors, laid the foundation on which has been erected this

institution.

"They had been long laboring to gather up the lambs of Christ's fold, who were literally as sheep without a shepherd, and they had been fervently praying the great shepherd of his sheep to send forth more laborers. Often were their hearts cheered by the arrival of young brethren, whom they were disposed to regard as sent in answer to the prayers that were daily offered up on this subject; but as often were their hopes blasted and their hearts discouraged, by seeing them either return to more promising fields of usefulness east of the mountains, or falling victims to

the fatigues and privations of a new country.

"With feelings wrought up almost to agony by such disappointments, in connection with the Macedonian cry which was heard on every hand for help, they came to the conclusion that men must be raised up on the ground, with habits that would enable them to 'endure hardness as good soldiers,' to supply the church 'in the wilderness.' This, at the next meeting of the Presbytery, they urged on their brethren with so much effect, that they were, by the Presbytery, appointed a committee to select a spot for the location of a Presbyterial school, and to draft a plan for its organization.

"The site selected was the site now occupied by the College, and the plan was that of a manual labor school. Their report was adopted by the Presbytery; but a suitable teacher could not be procured. Wearied by delays and disappointment, one of the individuals, the Rev. John F. Crowe, with whom the plan originated, after much prayer and deliberation, determined to make a commencement, hoping that after the school was organized and in successful operation, there

would be less difficulty in procuring a teacher.

"Consequently, a log cabin was prepared, 16 by 18 feet, and on the first day of January, 1827, the school was opened with six students and solemnly dedicated to God. Not one of the students was pious, though children of prayer; for they were all sons of ruling elders in the Presbyterian church. The number gradually increased, until the winter session of 1828 opened with fourteen students. About this time, in answer to the prayers that were daily offered up for the object, God poured his spirit on the school and eight of the

fourteen became the hopeful subjects of regenerating grace.

"This display of Divine mercy not only encouraged the breast and strengthened the hands of the teacher, but excited a degree of interest in the surrounding churches that resulted in a considerable increase of promising young men. The next session consequently numbered twenty students, of whom fourteen were members of the church and hopefully pious.

"At this time our log building was found 'too strait for us,' and the school was removed to the meeting house. As this accommodation could not be calculated on permanently, the necessity of a more commodious house urged itself on the mind of the teacher, and he determined on the erection of a brick building, 25 by 40 feet, two stories high. But he found himself without funds, and without patrons who could supply them. The object, however, of keeping together the little band of devoted youth, who were ardently desirous to serve their master in His vineyard, and of preparing, with the blessing of God, a supply for the increasing wants of the church, appeared so important, that he determined to go forward in the enterprise; trusting to God for its accomplishment.

"For this purpose a subscription was opened, of the following kind: The students pledged themselves to throw up a sufficient quantity of earth to make 80,000 bricks. The teacher bound himself to board the hands while making the brick, and to furnish the wood to burn them. Another individual subscribed rock for the foundation, and another the building of it. One man subscribed a sufficient number of stocks at the sawmill to make all the lumber needed for the building; and another the hauling of the lumber, etc.

"In this manner the work was carried on, and a building completed worth \$1,000, while the amount of cash expended was less than \$400. One-fourth of this sum was paid by two individuals and the balance was obtained in Madison and the neighborhood. Williamson Dunn, Esq., donated the beautiful lot which forms the college campus, together with six lots in the village.

"The Presbytery, which had hitherto patronized the school only by attending its semi-annual examinations, now felt that it was of sufficient importance to justify an effort to obtain a charter. Application was consequently made to the State Legislature for this object. Influenced by a liberal and enlightened policy, they granted a charter, with ample privileges to a corporate body, under the style, 'The Board of Trustees of Hanover Academy.' And, that the manual labor system might be put into operation, Judge Dunn and John Finley Crowe gave to the corporation each fifty acres of land, lying adjacent to the Academy, for a farm.

"In the following autumn, 1829, Presbytery gave up the superintendence of the Academy to the Synod of Indiana. This body immediately entered into a compact with the trustees of the institution, to append to it a Theological Seminary, under the provisions of its charter.

"At the same meeting, the Rev. Dr. Matthews, of Shepardstown, Virginia, was unanimously elected by Synod, Professor of Theology in their Seminary. On being informed of his appointment the Doctor deemed it important to visit the institution; and although he found it located in the woods, and struggling for existence, yet he determined to cast in his lot with those whom he found laboring under a burden beyond their strength; consecrating his time and his talents to the noble object of building up a school of the prophets in the 'far West.'

In the spring following Dr. Matthews moved his family to Hanover, and engaged in the arduous duty of giving instruction in the Academy, as there were no theological classes yet formed. Shortly after, a mathematical teacher was employed and the Academy assumed, in its operations, something of the forms and regularity of a college.

"But in the autumn of this year, 1830, in the mysterious providence of God, the faith and patience of the Board were severely tried. With great effort, and in the case of a few individuals, with great sacrifice too, a respectable brick house had been erected for the accommodation of Dr. Matthews' family. The building, when nearly completed, was seen wrapped in flames and was completely consumed.

"What could now be done? The corporation was now in debt, their means exhausted, and their professor and his family lodged in a temporary building, in which they could not be comfortable. Should they abandon the enterprise? The thought could not for a moment be indulged: for there were now nearly twenty young men, of hopeful piety, who were looking up to them for instruction, which, with the Grace of God, might qualify them to go forth as ambassadors of Christ. The Board convened. They had previously appointed several agents to spread the wants of the institution before the public and solicit aid; yet nothing had been done.

"They, therefore, after mature deliberation, resolved that the individual who had been principally instrumental in the establishment of the school, should take an agency east of the mountains, and give the Christian philanthropists of that region an opportunity of aiding in their noble enterprise. This agency was undertaken, and resulted in the collection of upwards of three thousand dollars in cash, and several hundred dollars' worth of books.

"With their treasury thus replenished, the Board resolved to erect, in addition to the Professor's house, a brick building 40 by 48 feet, $2\frac{1}{2}$ stories high, for a boarding house. These buildings were completed in 1831.

"In the spring of 1832, the boarding house was opened, and the manual system regularly introduced. Notice of this fact having been given in the public prints, the number of students was suddenly swelled to

eighty. This unexpected and overwhelming increase seemed to impose the necessity of erecting additional public buildings; as neither dormitories nor recitation rooms could be furnished for such a multitude. And although the treasury was overdrawn, the Board deemed it to be their duty to erect, with all possible despatch, a large edifice 40 by 100 feet, three stories high.

"This building, when finished, will furnish a chapel, four recitation rooms, two library rooms and thirty-two dormitories calculated to accommodate two students each. The estimated expense was between six

and seven thousand dollars.

"Nor was this all. The manual labor system could not be successfully prosecuted without workships. They therefore resolved to erect them. In obedience to this resolution, the following buildings have been erected, viz: A carpenters' shop, 20 by 40 feet, two stories high; a coopers' shop, 25 by 48 feet; and a wagon maker's shop, 20 feet square. And in addition to all this, they found it necessary to build eight dormitories, 12 feet square, each of which would accommodate two students.

"The Board felt fully aware that, by the sober, calculating part of the community, they might and probably would be censured for imprudence, rashness, and even presumption, in thus involving themselves in debt. But a firm conviction that the interests of the institution, the interests of education in the West, and above all, the interests of the western churches demanded it, determined them to go forward. In this determination they were moreover strengthened by past experience. They had seen the institution rising and prospering, contrary to the predictions of its enemies, and altogether beyond the hopes and expectations of its most sanguine friends. No improvement had been attempted, no expense had been incurred, until it was seen to be absolutely necessary. Their God had uniformly raised up for them friends to supply their needs.

"Besides, they had witnessed so much liberality in the feeble churches in their own state, and in the few cases in which application had been made in other states, that they felt it would at once be a reflection on the benevolence of the Christian community, and an almost unpardonable want of confidence in the kind providence of God, to indulge the thought for a moment, that they would not be sustained. In this confidence they have gone forward. The result will show whether they were mistaken.

"But to return. The Board had become fully convinced that in order to make a fair experiment of the manual labor system it would be necessary to carry students through the entire course without interrupting his industrious habits. They therefore appointed a committee of their own body to apply to the Legislature for an enlargement of the privileges of their charter, whereby collegiate powers might be given them.

"This committee presented their petition to the Legislature now in session; who, with a liberality which does credit alike to the Legislature and to the state, granted the prayer, the illiberal and untiring opposition of some of those connected with the state

institution to the contrary notwithstanding.

"Finally, they would remark that although their building is now up, and their system in successful operation, yet there remains much to be done before the institution will be able to support itself. The labor of the young men is yet almost exclusively devoted to improvements for the corporation, in opening the farm, preparing shops, etc. For all this the corporation has to pay the way of satisfying the steward's bill for boarding. But they cheerfully cast themselves on the providence of God and the benevolence of the Christian community, confidently believing that there are many who will esteem it a privilege to aid them in this noble enterprise; by contributing a part of the abundance which God has given them for the purpose

of establishing, on a firm and permanent basis, a self-supporting institution, at which poor and pious young men may be able to sustain themselves while preparing for the work of the ministry, and by which the necessity of the whole beneficiary system will be super-seded."

Dr. Crowe was born in Green County, Tennessee, then a part of North Carolina, June 16, 1787. With his parents he moved to Bellevue, Missouri, in 1802, a lad of fifteen. He taught the neighborhood school for several years and was brought to recognize a call to the gospel ministry under the powerful preaching of a Mr. Ward of the Methodist church. In 1809 he came back to Kentucky to enter upon the necessary studies for his chosen calling. After two years of private study he entered Transylvania University at Lexington, from which he was duly graduated in 1813, at the age of twenty-six. During his student days Mr. Crowe devoted a part of his time and energy to the rather irregular publication of an abolitionist paper, which did not contribute to his popularity in the Blue Grass country. He also became a member and an elder in the church of Rev. James Blythe whom he later induced to become the first president of Hanover College. In 1814 Dr. Crowe was sent as a commissioner to the General Assembly of the Presbyterian Church. meeting at Philadelphia, a no mean recognition of the ability of the young layman. The year 1814 to 1815 he studied in the Princeton Theological Seminary, was ordained to the ministry of the Presbyterian Church in 1815, and took charge of the Academy at Shelbyville, Kentucky, the same year. Later he became pastor of two rural churches near Shelbyville, but his anti-slavery views and advocacy of temperance made him so unpopular at Shelbyville that he gladly accepted the call of the Hanover church in 1823.

At once upon settling at Hanover Dr. Crowe began to agitate the establishment of a system of schools to supply ministers for the rapidly growing population of the states north of the Ohio and to the West, and to serve the cultural needs of the new country. In the April meeting of the Presbytery in 1824 he moved for the appointment of a committee to investigate the possibility of establishing a school, the committee to report the following spring. W. W. Cheever, class of 1838, writes: "My father who was teaching school in Paris, Jennings County, Indiana, was prevailed upon by Rev. John Finley Crowe to remove in 1825 to Hanover and open a school in the old stone meeting-house. which was to become in part a sort of feeder to the classical academy which Mr. Crowe intended to open at no distant date." About the same time Dr. Crowe was a member of a committee appointed by Presbytery, probably at his suggestion, to induce the General Assembly to locate the Western Theological Seminary in Indiana. Pittsburgh, Pennsylvania, however, was chosen as the location. In the fall of 1825 Presbytery definitely decided to establish the proposed academy at Hanover, and Dr. Crowe devoted a year to the effort to procure a "teacher." The fall of 1826 Presbytery asked him to take the post himself, which he promptly did, and held his first classes January 1, 1827. The new school operated thus at first as a private venture, being recognized as "Hanover Academy" under a special charter granted by the State Legislature and effective February 26, 1829. In the reorganization Mr. Crowe was elected principal, which office he held until the Academy was superseded by "Hanover College." By a resolution adopted by the trustees September 24, 1832, Dr. Crowe became Vicepresident of the new institution, with his former pastor as President. The vice-presidency of the College he held with the exception of a brief interruption at of establishing, on a firm and permanent basis, a selfsupporting institution, at which poor and pious young men may be able to sustain themselves while preparing for the work of the ministry, and by which the necessity of the whole beneficiary system will be superseded."

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"The subject of the agency was then taken up. Dr. Matthews stated, that as none of the young men in the Academy were sufficiently advanced to commence the study of Theology, and as none from abroad had offered themselves, he was willing to take charge, for the time, of the Academy in order to permit the principal to take an agency east of the mountains.

"By a resolution of the Board, the Treasurer was then directed to pay to the Theological Professor \$600, the present year's salary and, as the Treasury was then empty, the Rev. J. M. Dickey, President of the Board, was appointed an Agent for the Synod of Indiana, in hope that the sum needed might easily be raised. Mr. Dickey assumed the agency, and having ascertained that 25 cents for each member of the church, within the bounds of the Synod of Indiana', would amount to something over the sum needed, he commenced his agency on that principle. Having vis-



IN THIS LOG HOUSE JOHN FINLEY CROWE ENROLLED THE FIRST STUDENTS OF HANOVER COLLEGE JANUARY 1, 1827.



FIRST HOME OF THE HANOVER CHURCH.

Here the Academy classes met when the Log House became too small.



ited most of the churches in Madison Presbytery, taking subscriptions where it was not convenient to pay down, he solicited the aid of the ministers in the other presbyteries to carry out the plan in their respective bounds. I need hardly say that the plan proved a failure. Not over \$100 was ever realized from it.

"The principal of the Academy having arranged the classes and placed them under the care of Dr. Matthews and Mr. Gregg, prepared himself for the agency. On the sixth of December, 1830, he commenced by steamboat and stage his journey east. In due time he reached Philadelphia, and succeeded in getting a number of the city pastors together with the venerable Dr. Green at their head. He then laid before them the object of his mission, the spiritual destitution of the country, the importance of educating young men on the ground to meet that destitution, the favorable commencement that had been made, the loss of the Professor's house by fire, and the utter inability of the Board without aid from abroad, to repair that loss.

"Having heard his appeal the brethren present came to the unanimous conclusion, that, while they highly approved the object, they were decidedly of the opinion that the present was a most unfavorable time to attempt making collections in the city, inasmuch as at that season of the year, merchants, who were the giving men, were doing no business. They therefore advised the Agent to go farther east and present his object; and after two or three months to return to Philadelphia, when the spring business would be active and men's hearts opened to the calls of benevolence.

"Submitting to the judgment of the good fathers and brethren, the agent went on to Princeton, where he was not only very cordially received by his highly venerated friends, Drs. Alexander and Miller, but by them favored with letters which proved passports to the confidence of all to whom they were presented. Having arrived at New York and having with some

difficulty secured a meeting of the brethren in the ministry, he was met by precisely the same objection that he had encountered at Philadelphia, and was kindly advised to turn up the North River to Albany, a city not engaged in the western trade, and consequently not influenced in its benevolences by the seasons of the year.

"This state of things was peculiarly trying to the feelings, if not to the faith of the Agent; for his funds were exhausted, and he was unable to go forward or to remain where he was. But he had been favored with a line of introduction from Dr. Alexander of Princeton to Dr. Snodgrass, at that time pastor of the Murray Street Church, New York, and to him he disclosed his difficulty. The Doctor at once very kindly invited him to the hospitalities of his house, gave him a letter to his friend, Dr. Sprague, pastor of the Second Church, Albany, and loaned him the funds necessary to take him there.

"He reached Albany between Christmas and New Year's and found the city intoxicated with excitement, the Legislature just convening, and the city crowded with strangers. But the fraternal manner in which he was received by the Rev. Dr. Sprague, was peculiarly soothing to his feelings. The Doctor seemed to appreciate fully the importance of the object of his mission and to sympathize most sincerely with the infant institution in its recent loss, and with the Agent in his disappointments; yet he was decided in the opinion, that an attempt to collect money for any object would, at that time, prove an utter failure. His advice therefore was to visit Troy and Lansingburgh and some other towns north, and then to return to Albany, after the temporary excitement had subsided.

"Favored by Dr. Sprague with a letter of introduction to the Rev. Mr. Tucker, pastor of the First Church in Troy, the Agent proceeded to that city. But when he called on Mr. Tucker, though received with great kindness, he was frankly told that he had come at a most unfortunate time, inasmuch as the Great Head was just favoring them with the reviving influences of his Holy Spirit, and that he could not consent to have the attention of his people diverted to any object, however important. The Agent expostulated, told him that he had traveled through inclement weather more than a thousand miles, the humble agent of an infant institution, the character of which was everywhere approved, and its claims on the benevolence of the churches by all admitted to be very strong, and yet he had been pushed from place to place with the very consoling words: 'Be ye warmed and filled,' without having received a single dollar. But the pastor remained firm in the position taken, and would neither himself recommend the object to the people, nor permit the Agent publicly to present it.

"Those who have consecrated their time, their talents, their influences, their all, to the promotion of some great enterprise, and yet have been unable, so far, to enlist the sympathies of others in its behalf, as to secure their cooperation, may form some idea of the mental distress of the Agent at that time. In his distress he called on God, renewed to him the dedication of himself and of the object for which he labored, and resolved to go no further, until he had

made appeal to Christians in its behalf.

"Mr. Tucker had kindly urged him to aid in the revival by attending with him prayer and conference meetings; making his house his home, until some opening should be presented for the prosecution of his agency. This led to an acquaintance with several prominent church members. Among the acquaintances thus made was a gentleman who had formerly been a minister of the gospel, but who for some cause, had turned his attention to mercantile pursuits. Having dined with this gentleman, the Agent took occasion after dinner, during a pleasant conversation, to mention the object of his mission to the East, stating concisely the spiritual destitution of the country; what

had been done toward founding a school of the Prophets in the Wilderness, the loss of the Professor's House by fire, and their inability without aid from abroad to repair the loss, closing with an earnest request that he would give his name together with such sum as he thought the subject merited. Mr. Russell gave his name with \$10 annexed.

"This small sum made the Agent's heart leap for joy; and he asked his friend to add to his kindness by giving him the names of such persons in the congregation as he thought would feel an interest in the subject. But he begged to be excused from doing what his pastor had refused to do. Thus was his way still shut up. But he had been invited by a young gentleman, who was a subject of the work then in progress, the son of a wealthy widow lady, to dine with him, and in the course of a pleasant conversation in the family circle, the Agent took occasion to state the spiritual destitution of Indiana, the difficulty of obtaining ministers, the efforts that were being made to supply the want by educating young men on the ground, and the object of his visit to the East. The young man seemed to be deeply interested in the subject, and without solicitation handed over the agent \$25, and then without hesitancy gave a list of the names of persons who he supposed would feel interested in the enterprise.

"Here the Agent, like Paul at the three taverns, blessed God and took courage; afterward calling upon the individuals whose names he had been given, the agent patiently gave to all, who had patience to hear, a brief account of the object of his visit, the encouraging prospects that were opening before the pioneer laborers of the West of reaping a rich harvest of souls, could they only obtain the funds necessary to carry out their plans for preparing more laborers. And having received such donations as were made in the city of Troy, the Agent visited Lansingburgh, Waterford, Salem and some other small towns in that region, making collections of small sums in each of them, and

returned after an absence of some three weeks to Albany.

"He was very cordially received by Dr. Sprague, and kindly invited to make his house his home during his stay in the city. The experience of a few days however convinced him that but little could be effected there in favor of his object. The metropolis of the Empire state seemed quite indisposed to come down from its lofty position, to care even for its own children, scattered over the western wilderness. And after receiving the contributions of a few Christian friends, he turned his face toward New York City.

"A letter from Dr. Sprague introduced him, by the way, to the Rev. William Chester, then pastor of the First Church in the city of Hudson. Mr. Chester took him kindly by the hand, and at once introduced him to his people by giving him his place in the pulpit at the weekly evening lecture.

"A tremendous snow-storm came on that night, laying an embargo on all public conveyances, and confining the Agent for a whole week under the hospitable roof of Mr. Chester. But in the meantime he was not idle. With some difficulty Mr. Chester conveyed him in his sleigh to the neighboring towns of Catskill and Cooksankie, giving him and his object a most favorable introduction to several wealthy and benevolent men in these places. Consequently the week was both profitably and pleasantly spent. While at Hudson Mr. Chester proposed a sleigh-ride to Berkshire, Mass., which proved unproductive in funds, but resulted in securing a very energetic man to take charge of the boarding-house, and superintend the manual labor operations of the students. The Agent had been instructed by the Board to obtain, if possible, a man qualified to act in this two-fold capacity. While at Great Barrington Mr. Thomas Kendall was recommended as being just the man for the place; pious, prudent, energetic and moreover, wishing to immigrate west. (Note: Mr. Kendall was well known as the manufacturer of the most accurate thermometers then in the United States.)

"He called on Mr. Kendall at his residence, near New Lebanon, N. Y., and gave him an account of the enterprise in which a few devoted men in Indiana were engaged, and pointed out the means by which they hoped to accomplish it. Mr. Kendall at once expressed his high appreciation of the object, and suggested but one difficulty in the way of his engaging in it. His venerable father, upward of 80 years of age, was a member of the faculty; and he supposed that the old gentleman would not consent to abandon the home of his youth and subject himself to the perils and privations of a journey to the far West. He suggested, however, that he would leave it to his father to decide, and if he should decide in favor of going, he would regard it as an indication that it was the will of God that he should go. And much to the surprise of all, the answer of the venerable patriarch was, 'I will go if my son thinks it best.' The way now appeared to be open for the entering into an agreement with Mr. Kendall. He supposed that he could make his arrangements so as to be in Hanover by midsummer, prepared to enter immediately on the duties of the office to which he was called, and the Agent gave a pledge that the place should be kept open for him. This was all he then asked, being willing, as he said, to bear his part in such an enterprise.

"About the first of February the Agent reached the City of New York, feeling convinced of the wisdom and goodness of God, in thwarting his plans and leading him in a way he had neither known nor intended. His absence of six weeks had not only thrown him on a much more favorable time for success in the city, but had given him an amount of experience in the work, which was essential to success.

"He soon succeeded in getting up a meeting of the leading Presbyterian ministers of the city, who after having heard his statements, favored him with

the following recommendation of his object:

"The undersigned are acquainted with the Rev. Mr. Crowe, and have great confidence in recommending the institution with which he is connected to the patronage of the Christian community in this city. They regard it to be of vital importance to the religious interests of the Valley of the Mississippi, and entertain the hope that its pressing necessities will meet with the favorable considerations of the benevolent.

"New York, Feb. 3rd, 1831."

To this document the following signatures were attached, viz:

GARDNER SPRING
B. H. RICE
CYRUS MASON
J. M. KREBS
W. D. SNODGRASS

JOSEPH McElroy W. W. PHILLIPS J. M. MATTHEWS ERSKINE MASON

He was at the same time favored by a long list of the names of those persons who were in the habit of doing benevolent things, and immediately commenced "the gracious work," as one expressed it, "of ferreting out every benevolent man in the city," and by a laborious effort of four weeks he succeeded in collecting something over \$1,600.

He then returned to Philadelphia, where a recommendation similar to the one given at New York, was drawn up by the venerable Dr. Green, and subscribed by the following ministers, dated March 3, 1831:

GEORGE POTTS
S. G. WINCHESTER
THOS. H. SKINNER
JAMES PATTERSON
ALBERT BARNES
JOSHUA T. RUSSELL

ASHBELL GREEN
E. S. ELY
JOS. SANFORD
WILLIAM NEILL
W. M. ENGLES
T. McAULEY

Thus recommended he commenced operations in Philadelphia, and after spending nearly three weeks in the same laborious course of "ferreting out the benevolent," returned home with upward of \$3,000 in cash, together with about one hundred volumes of books for the library.

Another experience of Dr. Crowe, "agent," illustrates besides the ordinary embarrassment of the solicitor, the difficulties occasioned by theological controversy. In 1836 the College was facing bankruptcy as the result of the manual labor system which the Board was required by the charter to maintain. Dr. Crowe was asked to come to the rescue and undertake another canvass "beyond the mountains." Again we let him tell his own story:

"In this emergency it was resolved to send the writer on another agency east of the mountains. The money market had become comparatively easy in the large commercial cities, and it was hoped that relief might there be obtained. Abandoning all the comforts of home, he commenced his journey in the month of January, and passing through the cities of Baltimore and Philadelphia without making any stop, hastened on to New York, a city prominent for its public spirit and liberality, as for its commercial enterprise and wealth.

"But he reached the city just in time to behold the smoking ruins of one of the most extensive and disastrous conflagrations that had ever occurred in the United States. The devouring element had swept over forty acres of the business district of the city, destroying two millions worth of property and leaving thousands houseless and homeless. Under such circumstances the men most noted for their liberality and benevolence had no patience to listen to a detail of the pecuniary difficulties of a college away off in Indiana.

"After consultation with a few judicious friends the Agent resolved to visit Boston and to make an appeal to the children of the Pilgrim Fathers, who had nobly endured so many sufferings and privations in establishing religious liberty, in what was then called the Great Western Wilderness.

"Having reached Boston, he heard that a society had recently been formed and a committee appointed, to examine and decide upon the merits of all claims upon their benevolence, coming from the West. The Agent succeeded in getting a meeting of the Committee in the Missionary Rooms. Some hours were spent in catechising the Agent and in deliberation. They wanted to know the origin and object of the institution. How much had been done for it abroad, and how much at home. These and other such like questions were, perhaps, all satisfactorily answered. But there was another subject which seemed to be of more importance in the estimation of the Committee, on which they wished information, and on which the Agent's answers were evidently not so satisfactory.

"Some years before a wealthy and benevolent gentleman by the name of Lane had made a very liberal donation to the Presbyterian Church for the purpose of founding a theological seminary in the neighborhood of Cincinnati. A location was made on Walnut Hills, some two miles from the city and an agent was sent east to obtain additional funds that the institution might be got into operation. The Agent succeeded in securing foundations for two professorships, on the condition that Dr. Lyman Beecher and the Rev. Mr. Biggs were made the first incumbents. These gentlemen were both elected professors of the Seminary and signified their acceptance.

"But Lane was a Presbyterian institution and it was consequently necessary for Dr. Beecher to become a Presbyterian before his inauguration. For this purpose he presented himself before the Cincinnati Presbytery and proposed to unite with them. Dr. Wilson

opposed his reception on the ground of heterodoxy. This led to a very animated controversy. The Old and New School Parties took sides and much feeling

was called forth.

"The Committee at Boston was fully posted upon this subject and wished to ascertain the position of Hanover College in regard to the Lane Seminary. They therefore asked the Agent if his College expected to patronize the Lane Seminary by sending their students there? He answered no, because they had a theological school of their own, placed under the wing of their charter. The next question was, supposing you had no such department in your college, would you in that case patronize Lane? The Agent replied that he was not authorized to answer for anyone but himself: but candor compelled him to say that in consequence of a difference of opinion on some theological points he had no doubt Princeton would be preferred to Lane.

"The examination here closed, the committee retired, and after some hours' deliberation, informed the Agent through their chairman, that they were not prepared to recommend his object to the patronage of their churches.

"The Agent then proceeded east as far as Newberry Port, hoping that the Presbyterian churches there would feel an interest in his mission. But although kindly received by Dr. Dana and his brethren. their good people evidently felt that we had got, away out there in Indiana, beyond the limits of their charity; they had objects claiming their sympathies moreover nearer home. A few contributions were made, amounting to less than \$100."

The Academy was chartered as such by special act of the Legislature of Indiana in December, 1828, becoming effective the following February. On December 10, 1831, the Board petitioned the Legislature for a new charter of the institution as a standard liberal arts college. The memorial was referred to the Committee on Education which at once acted favorably, but before the report was made on the floor of the House the President of the Board of Trustees of Indiana College, now Indiana University, appeared before the Committee and secured the reversal of its action with the argument that the population of Indiana would never support more than one college and that since Indiana College was already established, its rights in equity would be violated by the grant of a college charter to Hanover. This reversal called out a letter from Dr. Crowe which shows that he was a practical logician as well as a teacher of logic. He also had some satisfaction in "lifting" Indiana's professor of mathematics. A portion of the letter addressed to the Chairman of the Committee on Education is here incorporated. It was written January 6, 1832, and although it failed to secure favorable action before the close of the session, its weight with the Legislature, together with Dr. Crowe's agitation, overcame the influence of Indiana College in the next session and the desired charter was received, effective 1833, a year before the first class was ready for graduation.

"Chairman of Com. on Education.

Dear Sir:

We feel constrained by a sense of duty to the interests of the institution with which we are connected, to notice and correct some statements made in a communication recently addressed to yourself by the President of the Board of Trustees of Indiana College, relative to Hanover Academy; which communication we have reason to believe effected an entire revolution in the decision of your Committee. We are ready to give full credit to the writer in his expression of respect for the founders of the Academy, and say in all sincerity that the feelings are reciprocated. We more-

over most cordially unite with him in the sentiment, that in "this as well as in other subjects we should learn wisdom from the experiences of other states of our Union." But we cannot refrain from an expression of something more than surprise at what he

calls the facts presented to us on this subject.

The first quasi fact is, That New Hampshire chartered Yale College, and the Legislature of that State ever after refused to grant collegiate powers to any other institution within their limits. Now we take it for granted that the writer intended to say that Connecticut chartered Yale. But is it a fact that the Legislature of Connecticut ever after refused to grant collegiate powers to any other institution within her limits? No, it granted collegiate powers to one at Middletown and to another at Hartford.

The second "fact" is, That Pennsylvania has fifteen or eighteen colleges, not one of which has any eminence in public estimation. Now to say nothing of the rashness to throw into the background such institutions as Dickinson and Jefferson Colleges: institutions which number among their alumni, men of the first talents in the nation: we would just say that we do not admire the logic which leads to the conclusion, that because Pennsylvania has run to one extreme therefore Indiana should run to the other.

The third "fact" of the writer is, "That Ohio, with one exception, that of Kenyon College, has refused to charter any other than her state colleges." Her state colleges are her two universities, located at Oxford and Athens. But has the writer yet to learn that there is a chartered college at Hudson, Western Reserve, and one at Ripley? And unfortunately for his doctrine of monopoly, Miami University has arisen to her present elevated position while four other colleges were in operation in the state.

We pass by the writer's "facts" with respect to Kentucky with the single remark, that some of her colleges have not only secured public confidence, but are rapidly rising to preeminence among the seats of literature in the West, all attempts of adversaries to disparage them, by calling them nurseries of sectarianism, to the contrary notwithstanding. But the last, though by no means the least unfortunate "fact" adduced by the writer is, "That Tennessee has her State College, which stands high, but there is no other institution in the state which confers college degrees." We point him to three others which confer them: Washington, Greenville, Knoxville.

"Thus you see that the writer's alleged facts all turn out to be sheer mistakes. And I need not remind you that the inferences drawn from them are con-

sequently worthless."

The great sorrow of Dr. Crowe's life was the threatened destruction of the College by the attempt of President McMaster's administration to surrender the charter, property and traditions which had gathered around Hanover in order to establish Madison University in the city of Madison, Indiana. The account of this crisis in the affairs of the College will be told elsewhere. It is enough to say in this connection that on the same day that Madison University opened its doors Dr. Crowe, assisted by his son, and supported by the Session of the Hanover Presbyterian Church, opened "The Hanover Classical and Mathematical School," which in a few weeks they renamed "Hanover Academy' upon discovery that the original charter was still active. Within a year he had succeeded in restoring the College to its old foundation. He thus has the unique distinction of having twice founded the same institution.

Dr. Crowe's health failed with advancing years. For a brief interval prior to the incident referred to above he withdrew from the College to recuperate his health, for a part of which time he resumed the local pastorate. In 1857 he resigned the professorship, and

was made Professor Emeritus by the unanimous action of the Board. He continued to teach a few classes, however, until January 24, 1859, at which time he presented the following letter to his faculty associates:

"Jan. 24, 1859.

Dear Brethren:

Recent changes in my general health induced my family to urge me, at least for the present, to suspend any further connection with the College as Professor. Indulging in the hope that I might in a few days be able to attend to my classes in a way that would be profitable to them, I resisted their importunities, and have been trying to bring my mind to bear again on subjects with which I was formerly familiar; but, I am constrained to say that I have failed to accomplish my object, and that I am satisfied it would be doing an injustice to my classes and to myself, to continue longer my attention to them.

I need not say how trying it has been to my feelings to reach this conclusion; but having reached it, I feel that I ought not to stand a single day in the way of those who are competent to perform all the duties belonging to my department. I trust that I may have your prayers that I may be sustained under the trial, and preserved from either murmuring or repining.

God is good and merciful as well as just."

J. FINLEY CROWE."

Possibly no man is more truly known, outside of his family circle, than by his intimate associates in daily work. The following appreciation of Dr. Crowe prepared by the Faculty in response to his notice of retirement, has special value as a measure of the man:

"The Faculty of Hanover College has listened to the letter of Dr. Crowe with no ordinary feelings of regret. They deem this a proper occasion to testify to him in the most emphatic terms, not only their regret in parting with a beloved and revered associate, who has also been to all but one of them a beloved and revered teacher; but also their sense of the inestimable services which he has rendered for more than thirty years to Hanover College, and to the literary and religious elevation of the Great West.

"In 1827, moved by a deep sense of the religious destitution of the country, he opened in a log cabin a Classical School with six pupils,—the germ of Hanover Academy and Hanover College. Of this College he enjoys the peculiar distinction of having been twice the founder, and to its welfare he has dedicated himself, his time, talents, fortunes, influence and prayers, with a devotion and perseverance not often equalled. He will need no other memorial of his faith and patience. Si momentum quaeris, circumspice.

"And now, when he is retiring from the scene of his long and arduous labors, we earnestly pray that his life may be prolonged to see the complete establishment of his beloved institution, and that the goodness and mercy of God may attend him to his latest hour. In the name of the millions whom he has aided to bless with the light of knowledge and religion, we say to him with reverence, 'Well done, good and faithful serv-

ant'."

Almost a year later, January 17, 1860, the "Teacher" was called to the higher school, founded by Him whom he had with utmost consistence followed as his Master. Again the Faculty recorded its appreciation of their leader in the words with which this inadequate sketch closes:

"That in the death of the venerable John Finley Crowe, D. D., Senior Professor of Hanover College, the Lord has taken from us a man, in whom were combined talents adapting him in a high degree to the great work performed by him on earth; especially an indomitable perseverance, which influenced him to labor for the benefit of the College of which he was the founder, in all the vicissitudes and discouragements which have marked its history, until, having arrived at a good old age, and being comforted with the assurance that the institution whose welfare he had so much at heart, would continue a blessing to the Church, he yielded up his spirit with peace and joy into the hands of his Redeemer."

CHAPTER III

THE CORPORATION

Hanover College owes its corporate existence to the action of the Salem and Madison Presbyteries of the Synod of Kentucky. The Presbyterian Churches of all the territory north of the Ohio River and west of the state of Ohio in 1825 belonged to the Salem Presbytery which was a part of the Kentucky Synod. In October, 1826, the presbytery was divided by a north and south line, the western half becoming the Wabash Presbytery and the eastern part Madison Presbytery. In 1825 Salem Presbytery adopted a resolution providing for the establishment of an academy within its bounds, selecting Hanover as the place for the proposed school and the "Manual Labor System" developed in the Fellenberg-Pestalozzi schools of Germany, and employed in the Oneida Institute of New York, as the plan of organization. In the erection of the new Wabash and Madison Presbyteries, since Hanover was within the jurisdiction of the latter, the promotion of the academy project became the special responsibility of the Madison Presbytery. At the fall meeting of the latter in 1826 at what is now Jefferson Church, Dr. Crowe was by resolution asked to open a private school preparatory to subsequent action of the Presbytery. At the meeting of this body in what is now the Kingston Church in April, 1828, the following resolution was adopted: "Resolved, that this Presbytery do now take under its patronage and superintendence the school that has been opened by Mr. Crowe at Hanover." Later in the session the "plan" of organization proposed by a committee for the purpose, was adopted. This plan contained the following provisions:

"Article 1. The school shall be known by the name Hanover Academy.

Article 2. It shall be under the superintendence and patronage of Madison Presbytery.

Article 3. The ordained ministers belonging to the said Presbytery, together with four laymen, in full communion with the Presbyterian Church, living in the vicinity of the Academy, and elected annually by said ministers, shall constitute a Board of Trustees, for its superintendence and government and seven of whom shall constitute a quorum to do business.

Article 4. The Board of Trustees in connection with the Teachers of the Academy shall have power to make By-laws for the regulation of the school.

Article 5. A committee of three shall be appointed by the Presbytery at each of its stated meetings, called a visiting committee, whose duty it shall be to visit the school, once at least during the progress of each session, to attend its examinations at the close, and to report to Presbytery.

Article 6. An agent shall be appointed annually to solicit donations to aid the fund, and it is distinctly understood that all funds thus procured are to be at the disposal of the Trustees."

At the meeting of the Madison Presbytery in October of the same year, Judge Sullivan of Madison and Williamson Dunn of Hanover, were constituted a committee to apply to the General Assembly of the state of Indiana for a charter for the government of Hanover Academy. This petition was granted by the Legis-

lature and on February 26, 1829, the "Act to Incorporate Hanover Academy" became effective as follows:

"Whereas, it has been represented to this General Assembly that a number of the citizens of Jefferson County, residing in the vicinity of Hanover, in said County, have, by the aid of private contributions, established an Academy at Hanover, by means of which a liberal education may be secured by the youth of the vicinity; and whereas it is represented to this General Assembly, that an act to incorporate said Academy, would greatly promote the laudable object of the citizens aforesaid, Therefore:

Section 1. Be it enacted by the General Assembly of the State of Indiana, that John Finley Crowe, James H. Johnston, Williamson Dunn, George Logan, John M. Dickey, Samuel G. Lowry, Samuel Smock, William Reed, Samuel Gregg, and Jeremiah Sullivan, be, and they are hereby constituted and appointed a body corporate and politic, to be known by the name of "The Trustees of Hanover Academy"; and by that name shall have perpetual succession, with permission to adopt a common seal; with the power to alter or change the same at will; and as a body corporate shall be authorized to carry the object and design of said institution into complete effect; to increase the number of trustees whenever it may be deemed necessary; to employ or appoint professors or tutors in said Academy, and put the same under the direction of any body of learned men whom they may select; to establish a constitution, by-laws, and regulations for the government and well being of said Academy, the Professors, and Tutors, and Students thereof, not incompatible with the constitution and laws of the United States, or of this state; and by the name and style of the Trustees of Hanover Academy, may sue and be sued, plead and be impleaded; answer and be answered unto, in any court of Law and Equity.

Section 2. In case of death, removal, or other disqualification of any of the Trustees of said Academy, or of their successors, a majority of the remaining Trustees shall have power to fill such vacancy; and the person or persons so appointed, shall be vested with the same power and authority, as if especially named in this Act; and at any meeting of the Board of Trustees seven shall be a quorum to do business. The Trustees elected and appointed, according to this act, and their successors in office, shall have power in their corporate capacity to purchase or receive, by donation, bequest, or devise, any lands, tenements, hereditaments, moneys, rents, goods or chattels, which may be conveyed, devised or bequeathed to them for the use and benefit of said Academy, and shall be required faithfully to apply the same: provided, however, that the land held by said Corporation at any one time shall not exceed one hundred and sixty acres.

The Trustee first named in this Act, or in case of his absence, death, or refusal to serve, the next person named, shall give notice of the time and place of the first meeting of the Board of Trustees, and on a majority of them attending, they shall elect a President, Treasurer, and Clerk; the first two of whom shall be members of the Board; and they shall thereafter meet on their adjournments; or they may be convened by the President, or any two members of the Board. They shall have power to erect all necessary buildings for the use and accommodation of said Academy and to select a site for the same.

This act to be in force from and after its passage."

The essential provisions of the above charter have been perpetuated in the subsequent charters of the College. It is interesting to note that this charter was granted in response to a petition of the presbytery, and that it was drafted by the committee to express the will of that body. The gentlemen named in the act were members of the presbytery, and by the original "plan of organization" already trustees of the school. It was the judgment of these men that was expressed in the provisions that the Board of Trustees should be a close corporation, electing their own successors without the supervision of Presbytery or Synod, and having permission to increase their number when in their judgment this might seem desirable. Thus Hanover Academy is the creation of Madison Presbytery but incorporated free from ecclesiastical control; Presbyterian in fact, but legally independent. Subsequent charters have preserved the principle of this relationship.

October first, 1829, a committee of the Board of Trustees of the Academy was organized and directed to request the Synod of Indiana to "take the institution under its care." This request, however, seems to have reached the floor of the Synod through a committee of the Madison Presbytery. The result of these negotiations was embodied in the following resolutions of Synod adopted October 17, 1829:

"Resolved 1. That this Synod adopt said Academy as their Synodical School; provided that the Trustees of the same will permit the Synod to establish a Theological Department, and to appoint the Theological Professors.

Resolved 2. That the Synod will take measures to establish a permanent fund for the support of the Theological Professors; and if at any time the Synod shall determine to establish another school within their bounds, the funds collected within the region which the new school is designed to benefit, shall be apportioned to said new school; and if any new Synod shall hereafter be formed within the present limits of the Synod of Indiana, (Note: It would doubtless have appeared to the Synod when they adopted this resolution, as almost incredible that in

less than thirty years, seven Synods should be found within those limits,) the amount of funds collected within the bounds of said new Synod shall be returned as soon as said Synod shall establish a school of their own.

Resolved 3. That this Synod appoint a Board of Directors to superintend the Theological Department of Hanover Academy.

Resolved 4. That the Synod appoint at this time

a Theological Professor.

Resolved 5. That the Synod appoint a committee to prepare a plan of union to be agreed upon by the Trustees of the Academy and the Synod of Indiana; and also a plan for the regulation of the Theological Department; and that said Committee report at the next meeting of the Synod."

On the ninth of November of the same year the Board of Trustees of the Academy accepted the proposal of Synod in their resolution:

"Resolved unanimously that the privilege be and is hereby granted to the Synod of Indiana, to establish a Theological Department in Hanover Academy; and further, the Board do hereby bind themselves and their successors in office, to appoint as Theological Professors, whomsoever the Synod may elect; and to appropriate faithfully, according to the direction of their Synod, whatever moneys may, by the Synod be put into their hands."

The foregoing agreement was further amended and ratified by a contract entered into by the Synod and the Academy Oct. 24, 1830, as appears below:

"ARTICLES OF COMPACT
BETWEEN THE TRUSTEES OF HANOVER ACADEMY
AND
THE SYNOD OF INDIANA.

The Trustees of Hanover Academy agree to give to the Synod of Indiana, the supervision of said Academy, agreeably to the provisions contained in the following articles:

Article 1. That the Theological Seminary about to be erected by the Synod of Indiana, shall be located at Hanover Academy, or in its immediate vicinity, in Jefferson County; and in such connection with the Academy as is implied in the following articles; the Seminary being considered the Theological Department of said Academy.

Article 2. The Trustees of the Academy engage that the Synod, and the Directors appointed by them, shall have the entire control of the Theological Department in said Academy, without let or hindrance from them, the Trustees or their successors; that is to say, the Synod shall appoint their Directors, choose their Professors, carry on their instructions, govern their pupils and manage their funds as to themselves appear best. And the Trustees engage to appoint as Theological Professors in said Academy, whomsoever the Synod may elect; and to dismiss any Theological Professor or Professors, when required so to do by the Synod, or Board of Directors, and to appoint any person Professor pro tempore whom the Directors shall recommend, and they further engage to carry into effect all rules and regulations adopted by the Synod or Board of Directors in relation to the Theological Department; and to account for all moneys or property put into their hands by the Synod; and appropriate and manage the same according to the order and direction of the Synod.

Article 3. The Synod shall annually appoint a Committee, whose duty it shall be to visit the Academy at least twice a year, and report to the Synod.

Article 4. The Synod may from time to time make such suggestions and recommendations to the Trustees as they may think proper, respecting its management.

Article 5. The Trustees shall annually report to the Synod the state and prospects of the Academy.

Article 6. Alterations may be made in these articles of compact, or additions made to them by the joint concurrence of the Synod and the Board.

Article 7. These articles of compact shall be binding as soon as they shall have been signed by the Moderator and Stated Clerk of the Synod, and by the President and Secretary of the Board of Trustees.

Signed:

John Matthews,
Moderator, Synod of Indiana.
James H. Johnston,
Stated Clerk.

Signed:

John M. Dickey,
President of the B. T. H. Academy.

James H. Johnston,
Sec'y. of the B. T. H. Academy."

Much has been said in these modern times of "interlocking directorates." It is interesting to observe that they are not a recent discovery. One traces the gloved hand of John Finley Crowe through all of the committees, resolutions and contracts of Presbytery, Synod and Legislature. The ministers constituting Madison Presbytery, with a minority of lavmen, by these ministers appointed, elected themselves the Trustees of Hanover Academy. Later they secured confirmation of this action in the charter granted by the Legislature, with the further grant of the power to reelect themselves or choose their successors in office. In the conference held between committees of the Synod and the Trustees of the Academy, John M. Dickey sat as a member of both committees. Dr. John Matthews, Professor of Theology in the Academy and a member of its Board of Trustees was also Moderator of the Synod.

Dickey, who represented the Synod in formulating the above contract, signed it as President of the Board of Trustees. James H. Johnston signed the contract as Stated Clerk of Synod and again as Secretary of the Board. The same group of men were Trustees of the Academy, the ministerial party of Presbytery, and the majority party of Synod.

The Board of Trustees adopted at their meeting December 10, 1831, a memorial to the Legislature "praying for an enlargement of the privileges of their charter and the right to confer Literary Degrees" (Crowe). The controversy over this application which developed between Hanover and Indiana College, and the temporary defeat of the measure because the legislators were convinced that one college would be enough for the state of Indiana for all time, was referred to in the preceding chapter. The Board. nevertheless, proceeded with the reorganization of the institution as a college, chose a faculty and elected a president. The new legislature granted the amendment which their predecessors had refused, and Hanover took her place among the liberal arts colleges of America in the summer of 1833. This action of the Legislature is of record in the following form:

"An Act to amend the act, entitled "An Act to incorporate Hanover Academy."

Section 1. Be it enacted by the General Assembly of the State of Indiana, that the name of the Institution created by the act to which this is an amendment, shall be changed to "Hanover College." And the same shall hereafter be known by the name and style of "Hanover College." And the Faculty of said College, consisting of the President and the Professors thereof shall have the power of granting and conferring, by and with the approbation of the Board of Trustees, such degrees in liberal arts and sciences as

are usually granted and conferred in other colleges in the United States, to students in the college, or others, who by their proficiency in learning or other meritorious distinction may be entitled to the same; and to grant unto graduates diplomas or certificates under their common seal and signed by the faculty to authenticate and perpetuate the memory of such graduations; provided, however, that no degrees shall be conferred, or diplomas granted, unless each student has acquired the same proficiency in the liberal arts and sciences as is customary in other colleges in the United States.

Section 2. Those students in said College who are of sufficient bodily ability, shall during the time they continue as such, be exercised and instructed in some species of mechanical or agricultural labor, in addition to the scientific and literary branches there taught. And the Trustees shall annually report to the Legislature the plan, progress and effects of such mechanical and agricultural exercise and instruction, upon health, studies and improvement of the students.

Section 3. The General Assembly of the State of Indiana, hereby reserves to itself the right and power of altering and amending this act of incorporation at any time after 1843, anything herein contained to the contrary notwithstanding."

Two provisions of the amendment deserve special comment, because of their exceptional character, and because both later became exceedingly embarrassing to the College. Section Two, so far as a diligent search reveals, is the first enactment requiring any college or school to make provision for vocational education. Section Three made it impossible for the College to secure relief for several years from the unexpected financial burdens which these trade schools imposed.

The College was governed by the Charter of 1833

until this was surrendered by the Board for "the Charter of Madison University" when the effort was made to move the institution to the city of Madison in December, 1843. The charter of the Academy of 1829 was restored at the same time, and served as the instrument for the reestablishment and organization of the College in Hanover a few months later. The reorganized Board of Trustees promptly applied to the Legislature for a new college charter which was granted "without opposition or delay," says Dr. Crowe, who regards it as "superior in all respects" to the one surrendered. He further observes, "The new charter, freed from all the conditions and limitations under which the old one labored, made the college emphatically the college of the church, as it was to all practical interests and purposes placed under the control of the Synod of Indiana." This new charter is here reprinted in full:

"An Act to Recharter Hanover College. (Approved December 25, 1844.)

Section 1. Be it enacted by the General Assembly of the State of Indiana, that John Finley Crowe, Williamson Dunn, James M. Henderson, Daniel Lattimore, Tilly H. Brown, James A. McKee, Thomas W. Hynes, Robert Simenton, John Smock, James H. Graham, David Monfort, Jacob Haas, Thomas D. Young, John M. Young, George Logan and William Reed and their associates and their successors in office be, and they are hereby constituted a body corporate and politic in law by the name and style of "The Trustees of Hanover College" and by the said name and style shall have succession and exist forever. The whole number of Trustees shall never be less than fifteen, nor more than thirty-two: Provided that if at any time, by death, removal, resignation or otherwise, the members of the said Board shall be reduced to a number less

than fifteen, any number of said members, not less than nine, shall have the power at any legal meeting to fill so many of the vacancies so created, as that the whole number of members shall not be less than fifteen. The said Board of Trustees shall hold their first meeting on the eighth day of February, 1845, at one o'clock P. M. in the College Chapel at Hanover, and any seven, by this act constituted Trustees, being so met shall form a quorum for business at the said first meeting, and the Board thereafter shall meet annually, or oftener, at such times and places, as they shall by their own ordinances appoint. The said Board shall at their first meeting divide the members into four equal classes, as near as may be, the first class to go out of office on the day preceding the first annual commencement in the College, by this act provided to be established: the second class on the day preceding the second annual commencement: the third class on the day preceding the third annual commencement; and the fourth class on the day preceding the fourth annual commencemnt; and in the same manner forever after, so that one-fourth of the whole number, or as near thereto as may be, shall go out of office annually. Provided that the members of the said Board shall continue to hold their offices, until their successors shall be appointed and qualified.

Of the vacancies hereafter created in the Board, in whatever manner, one-half shall be filled by the Board, and the other half by the Synod of Indiana, in connection with the General Assembly of the Presbyterian Church in the United States of America, commonly known and distinguished as the Old School Presbyterian Church, provided that if the Synod shall at any time decline, or neglect to fill vacancies, which they are by this act authorized to fill, the Board shall have power to fill the same, until they shall be filled by the Synod aforesaid.

Section 2. The said Trustees, by this act incorporated, shall have power at any legal meeting to elect a

President of their body, a secretary, treasurer and such officers as they shall think proper, whose term of office and duties shall be such as the Board may appoint, and to establish such ordinances and by-laws, not contrary to the Constitution and laws of this State. or of the United States, as they shall think fit for their own government, and the same to alter or repeal, to found in or near the village of Hanover, in the county of Jefferson, an institution for the education of the sons of the citizens of this state and other states, of every class and denomination who may resort to it, which institution shall be known by the name of Hanover College, to establish in the said College professorships for the instruction of the students thereof, in the several branches of liberal learning, to determine the courses of study, to appoint a President, Professors, and other instructors as they shall deem proper, and to remove the same at any regular meeting of the Board, by a vote of a majority of the whole number of members of the Board, after due notice shall have been given to each member of the object of the meeting.

The President and Professors shall be known by the name of the "Faculty of Hanover College" and shall have power to conduct the instruction and government of the students of said College, subject to such ordinances as the Trustees may establish, and by and with the consent of the Trustees, to grant all such degrees in the liberal arts and sciences as are customary in other colleges in the United States, and to give diplomas or certificates of the same, subscribed by the President and Professors and authenticated by the common seal of the College, provided that no such degree shall be granted to any person who shall not have made such attainments as are usually required as a qualification for the degree in other colleges.

The said Trustees and their successors shall moreover have the power to make and to use a common seal, and the same to renew or alter at pleasure. They shall be, and are hereby made capable in law by the name and style of Trustees of Hanover College, to purchase, receive by donation, possess, sell, lease or otherwise manage or dispose of any lands, tenements or other hereditaments not exceeding at any one time in value one hundred thousand dollars; moneys, notes, bonds, bills, goods, chattels, devices or any other property of whatever kind, as they shall think proper for the use of said college, to contract or be contracted with, to sue and to be sued, plead and be impleaded, in any court or courts, before any Judge, Judges, or Justices, within this state or elsewhere, in all manner of suits, complaints, pleas, causes, demands or matters of whatever kind, nature or form, in as full and efficient a manner as any other body corporate or politic of like nature within the state may be.

Section 3. This act is hereby declared to be a public act, and shall be construed liberally for every beneficial purpose hereby intended and no omission to use any of the privileges hereby granted shall cause a forfeiture of the same, nor shall any gift, grant, conveyance or device to or for the use of said College be defeated or prejudiced on account of any misnomer or formality whatever, Provided the intention of the parties be shown beyond a reasonable doubt.

Section 4. The State reserves the right to alter and amend this act at any time by a vote of two-thirds of each branch of the General Assembly, Provided no alteration shall be made which shall change or affect the fundamental principles on which the objects for which the institution hereby provided to be established, is established.

Section 5. This act shall take effect and be in force from and after its passage."

Obviously the provisions of the charter of 1844 authorizing the Synod of Indiana to elect one-half of the trustees of the College involved a radical departure from the policy inaugurated by the Madison

Presbytery in the original charter of the Academy. In practical operation this provision, together with the participation of the representatives of the Synod on the Board in filling other memberships, made it possible for Synod to exert complete control. As a matter of fact Synod soon lost interest in the matter, and President Fisher reports "that the Synod, in my day and before, occupied its right only to the extent of electing one-fourth." A minor amendment, extending the right of electing members of the Board to "other synods in connection with the General Assembly which may contribute to the endowment of the College," was made by the Legislature January 15, 1850. In 1909 the Board of Trustees and the Synod of Indiana joined in securing a second amendment to the charter of 1844 by which the provision for synodical participation in the election of trustees was annulled. The charter thus amended, and with another amendment increasing the amount of property which the Board may hold, is the charter today. By mutual agreement the Board elects annually a member nominated by the Alumni Association, and two members from four nominated by the Synod of Indiana. The charter, however, makes no provision for either class of representation.

During the ninety-five years of the corporate existence of the institution three hundred and twenty-three persons have served on the Board of Trustees. All trustees except three of the present membership, have been men. Fifty-eight were alumni. Of the total number ninety-three have served ten years or more; thirty-nine, a period of twenty years or more; sixteen, thirty years or more; and five for forty years or more. The average term of service has been 8.65 years. Without exception the trustees of long term have been men of unusual ability and of great devotion to the College. To their wise and patient administration

through good times and bad the College is deeply indebted. They have given freely of time and energy, and many of them of their means, without remuneration and for the most part without receiving their traveling expenses. The following table shows the names, location, occupation, and period of service of all those whose membership covered twenty or more years. Those whose names are checked with the (*) were Hanover men.

TRUSTEES SERVING THE (OLLEGE T			YE	ARS
NAME	LOCATION	OCCUPA- TION	PERIOD	TEN	URE
*Edward P. Whallon, D. D., LL. D *John H. Holliday, LL. D.	.Cincinnati Indianapolis	Minister Editor an Banker	1879 d 1876-1922	48 46	yrs.
*David W. Moffat, D. D., LL. D.	Fort Wayne		1866-1870 1882-1920	40	64
James M. Ray	Indianapolis	Business	1834-44	42	66
*Michael C. Garber	Madison	Editor	1850-80 1882-1922	40	44
Charles E. Walker	Madison	Lawyer	1857-1895	38	44
Joseph G. Monfort, D. D., LL. D.	Cincinnati	Minister	1847-1884	37	64
Joseph H. Barnard, D. D.		Minister	1885-1920	35	6.6
John H. VanNuys, D. D.	Goshen	Minister		34	44
*Oscar H. Montgomery	Seymour	Lawyer	1893	34	6.6
Charles Alling	Madison	Business	1878-1911	33	6.6
*Amos W. Butler, LL. D.	Indianapolis	Secretary			
		Charities	1894	33	**
David D. McKee	Fairfield	Minister	1849-1857		
			1860-84	32	44
*Jasper W. LaGrange	Hanover	Business	1895	32	0.6
Elias R. Monfort, LL. D.	Cincinnati	Business	1880-1910	30	6.6
Ambrose Y. Moore, D. D.	Hanover	Minister	1866-72		
Til Billion C. D.D.	TT	C 11	1881-1904	29	* *
John Finley Crowe, D. D.	Hanover	College	1000 1000	0.0	6.6
David W. Fisher, D. D.	Hanover	College	1832-1860	28	44
		Presiden	t	28	
*William O. Ford	Madison	Lawyer	1895-1923	28	4.6
James Y. Allison	Madison	Business		28	66
*James E. Taggart	Jeffersonville		1899	28	6.6
James Blake	Indianapolis	Lawyer	1838-44		4.6
Tamas II Madamahali	Mr. dlass	Duratasas	1849-70	27	64
James H. McCampbell Silas C. Day	Madison New Albany	Business Business		27	64
*Manly D. Wilson	Madison	Lawyer		25 25	66
*John E. Hays	Louisville		1896-1921	25	6.6
Andrew Spear	Hanover	Physician		25	
Andrew Spear	ALGIIO VCI	I HJ SICIUL	1858-70	24	4.6
Wm. McKee Dunn	Washington,		2000 10	4,	
Trans, money or water	D. C.	Lawyer	1845-1869	24	4.6
Charles N. Todd	Indianapolis	Business	1864-1888	24	6.6
Williamson Dunn	Hanover	Business	1832-1855	23	
Joseph M. Hutchinson, D. D.	Jeffersonville	Minister	1874-1896	22	6.6
*Archibald C. Voris	Bedford	Banker	1887-1909	22	
*Thomas Searle Crowe	Jeffersonville	Minister	1847-60		
			1863-71	21	66
Howard S. Moffett	Madison	Business	1906	21	
Daniel Lattimore	Vernon	Minister	1836-1856	20	44
David M. Stewart	Rushville	Minister	1845-56		
Debent Deen	**	70	1877-86	20	
Robert Dean	Hanover	Business		20	
Elias R. Forsythe	Greensburg	Business		20	
*Henry Webb Johnson, D. D.	South Bend	Minister	1892-1912	20	

The comparison of the relative number of ministerial and lay members of the Board of Trustees for the first and last half of the century is interesting:

	Total Number Trustees	Number Min- isters	Number Laymen	Per- centage Min- isters	Per- centage Laymen
First Half Century	.163	102	61	62.5	37.5
Second Half Century		63	97	39.5	60.5
Present Board	. 32	9	23	28.1	71.9

The number of Trustees elected and completing their term of service during the first half of the ninetyfive years of the corporate history of the College is The number elected and serving during the last half of the period is 116. Twenty-five were elected during the first half of the period and continued their membership into the second half. It appears that during the years of large synodical representation the personnel of the Board changed more rapidly. But it also appears throughout the history of the College that the Board had within its membership at all periods a large stabilizing body of men who brought to its deliberations the wisdom of long years of experience. At all times the Trustees were college educated, and able by experience to bring into discussions the viewpoints and practices of a number of other institutions.

CHAPTER IV

THE PRESIDENTS OF HANOVER

ELEVEN men have held the office of president of Hanover College since the beginning of Dr. James Blythe's administration in 1832. They are:

James Blythe, D. D	.1832-1836
Duncan McAuley March to	
Erasmus D. MacMaster, D. D	.1838-1843
Sylvester Scovel, D. D	.1846-1849
Thomas E. Thomas, D. D	.1849-1854
Jonathan Edwards, D. D., LL. D	. 1855-1857
James Wood, D. D	.1859-1866
George D. Archibald, D. D	.1868-1870
George C. Heckman, D. D	.1870-1879
Daniel Fisher, D. D., LL. D	.1879-1907
William A. Millis, A. M., LL. D	.1908

The total number of years of actual incumbency of the eleven presidents to date is eighty-four years and four months, or an average of seven years and eight months. With three exceptions considerable intervals were allowed to occur between the administrations, usually due to the difficulty experienced by the Board in finding men willing to assume the burden. Of the entire period of ninety-five years one-half of the time is covered by the administrations of Presidents Fisher and Millis if the interval of one year between them be counted.

All of the presidents have been Presbyterian clergymen, one however, having been dismissed from the ministry by his Canadian Presbytery prior to his call to Hanover on account of unbecoming conduct. Two of the gentlemen did not secure their theological training in a seminary, Presidents Thomas and Millis, the latter coming into office as a layman. So far as can be ascertained their ages at time of induction into office varied from thirty-seven to sixty-seven, Dr. Thomas being the youngest and Dr. Blythe the oldest. With the exception of the present incumbent none pursued formal graduate study, aside from their professional courses in the seminaries, but all had sound liberal education, and among them were a number of ripe scholars.

Six of the eleven presidents were called to the head of the College directly from the pastorate. Dr. Blythe came from the Chair of Chemistry of the Medical School of Lexington, Ky. Prior to that he had served as President of Transylvania University. Mr. Mac-Auley, at the time of his election, was principal of a school in Columbus, Ohio. President Millis came from the Professorship of Education in Wabash College and the superintendency of the city schools of Crawfordsville. He had also taught in Indiana University and was Dean of the Faculty of Winona Summer School for seven years. Dr. Scovel was an "agent" of the "Board of Domestic Missions" of the Presbyterian Church when called to Hanover, and Dr. Wood relinquished the office of "Associate of Corresponding Secretary" of the Presbyterian Board of Education. President Thomas taught for two years before his ordination into the ministry, and President Edwards four years. Two of the number, MacMasters and Edwards, engaged in college work after leaving Hanover: Dr. MacMasters as President of Miami University, and Dr. Edwards as President of Washington and Jefferson College, of Pennsylvania.

It is said that history has a curious way of anticipating the reformer. A prominent issue raised recently in the ranks of college and university professors is the supposedly original demand that faculties be consulted if not given the right to choose their presidents. It is interesting to discover that the first five, possibly six, Hanover presidents were nominated to the Board of Trustees by the Faculty, and one rather suspects that they were "hand-picked" by Dr. Crowe who at all times had great influence with the Faculty. and particularly since for much of the time he was de facto president when the chair was vacant. President MacMasters was chosen by a joint committee of trustees and teachers. Dr. Archibald was selected by a special Committee of the Board, as were Presidents Heckman and Millis. Dr. Fisher was nominated and elected at an open meeting of the Board without previous consultation. President Edwards, possibly, was recommended by alumni. He is the only alumnus of the College to hold the office, and the only one to resign the presidency to accept a call to a "better" position elsewhere. It must be admitted that the primary burden laid on the shoulders of the presidents of Hanover has been the extrication of the institution from its financial difficulties. Obviously these leaders were chosen during the first half of the period with the thought of their ability to organize the support of the Presbyterian Church back of the College as well as for their pulpit ability, which latter was no small consideration, and one not at all to be despised in these modern days of professional education. As long as the fear of the Lord is the beginning of wisdom, no teaching function of the college is more vital than the presentation of the gospel of life. Dr. Fisher, apparently, was chosen because of his general availability—his business sagacity, his scholarliness, his executive ability, and his prominence in the councils of the Church.

Dr. James Blythe, the first president, set a splendid pattern for his successors in office. We meet him first as the pastor of young John Finley Crowe, the student at Transvlvania University. Subsequently he was professor of chemistry in Transylvania, and later its president. When called to Hanover upon nomination by Dr. Crowe he was in the faculty of Lexington Medical School, the strongest school of its kind in the West at that time. Dr. Crowe describes him as "a man of ardent temperament, warm in his attachments, firm in his purposes and always reliable. He had no concealment, always frank and explicit in the expression of his sentiments. He had moreover important qualifications for the place which he occupied as the head of the College. Although not among the profound scholars of the age, yet he had a good general education, together with a fluency of speech and a flow of animal spirits which rendered him uncommonly interesting in the social circle. At the same time few men had more dignity of character. He had a remarkable person, rather inclined to corpulency, but always erect in his position, and as faultless in his movements, as if belonging to the school of Chesterfield." Blythe's administration seems to have been successful in every respect. He secured what was for that time a large subscription to the endowment of the infant college: collected a laboratory equipment of which the College boasted; and gathered together a quite respectable library. The only educational measure of his administration was the adoption in toto of the curriculum of Miami University. During the fourth year he seems to have lost ground somewhat with the students for two reasons. The seniors were not pleased because he ventured to change a text-book employed in one of his courses. And the general student body was dissaffected because he was opposed to their discussion, except behind closed doors, of New School and Old School theology, "Jacksonism and Anti-Jacksonism," and other political problems of the day. It will impress the modern generation as lacking in perception to attempt to keep Hoosiers from discussing politics. The faculty was disposed to sympathize with the students, two professors notifying the Board of their intention to resign if the president was not removed. His resignation was secured in a manner that caused some regret later to those who controlled the situation. His continued loyalty to the College, and his generosity towards those who had wounded him reveal the superior quality of his manhood. The two professors who accomplished his dismissal were unwilling to stand by the College during the period of demoralization which they precipitated. reference to the first leader must not close without reciting another incident which illustrates the distressful experiences that too often befell the builders of our institutions, as well as the remarkable courage of Dr. Blythe. During his last years in office his mind was distraught with a great sorrow. He went east in mid-winter to raise money for the College. Before he reached New York he was overtaken by news of the death of his wife whom he had left at home in apparently perfect health. Recovering from the first shock, he courageously resumed his task, and returned in the spring to pour out his heart at the grave of his lost companion.

The story of Duncan McAuley is as unique in college history as it is distasteful to record in this volume. Following the resignation of Dr. Blythe the Faculty and Trustees took up the search for a new president. One or two overtures were declined. The

tornado of 1837 almost completely wrecked the College and the village. Dr. Crowe nominated Rev. Duncan McAuley whom he had met on one of his trips "abroad," which then meant away from the immediate vicinity of Hanover. McAuley seems to have been a very plausible individual and came well recommended in a letter written by a prominent Presbyterian divine with more unction than strength of character. Mr. McAuley was unanimously elected in January, 1838, inaugurated with enthusiasm March 27, and summarily dismissed July 20 on "the most indubitable evidence that their president was an impostor, that he had been deposed from the Gospel Ministry some twelve months before, by a Presbytery in Upper Canada, for gross immoralities." Dr. Crowe also intimates that some doubt was cast over the report that the gentleman was graduated with high honors from one of the great Scotch universities, and states that the letter presented by the Ohio minister had in fact been prepared by the beneficiary and copied verbatim. The subsequent history of the deposed president is shrouded in total darkness.

The Rev. Erasmus Darwin McMaster came to the Presidency from Ballstown, New York, during the summer recess of 1838. Dr. Crowe seems to have had Dr. McMaster in mind when his attention was attracted to Mr. McAuley, and negotiations were begun immediately upon the deposition of the latter. While it is difficult for the loyal partisan of Hanover to forgive the dramatic removal of the College to Madison and the almost comical denouement of the paper Madison University, the candid reader of the Crowe manuscript and of the record of the Board of Trustees must credit President McMaster with the possession of a high degree of administrative ability. The feelings of both parties to this episode, which will be related in a subsequent chapter, ran so high that they

overlooked the masterly rescue of the institution from a muddle of its financial affairs that seemed hopeless. One must admire Dr. Crowe's fairness in telling of this rescue, and of the successful reorganization of the College by the President, before he enters upon the rather vitriolic account of what Crowe calls the destruction of the College. Dr. Crowe speaks of having regarded President McMaster up to this time as its greatest benefactor. One must wonder what might have been the outcome if the President had not gone to Madison, or if Dr. Crowe had gone with him. In either event we should have a very different story to tell at this centennial. It is recorded that upon his arrival in Hanover, Dr. McMaster immediately commenced an investigation of the condition of the College with the view of devising ways and means to promote its prosperity. His first suggestion was the establishment of a law school in connection with the College. somewhat to fill the place left by the failure of the trade schools, and to bring the College into closer contact with the practical affairs of that day. The law school was established at the first meeting of the Board, and Judge Jeremiah Eggleston of Madison called to the single professorship. This action together with the theological seminary and the trade school ventures is pertinent to recent discussion of the question whether the creation of a department of education involves the introduction of a foreign policy into the administration of the College. school was abandoned two years later when Judge Eggleston was compelled by the state of his health to retire. The new presidents' second proposal was the adoption of the "scholarship" plan of raising endowment funds. The scheme involved the granting of free tuition or other privileges "forever" in proportion to the sum given, to the appointees of donors of amounts ranging from \$400 to \$1,000. "The right of appointing the incumbent of the \$1,000 scholarship, is vested in the subscriber, his heirs, or assigns forever." The system was adopted, and in later years was the cause of endless and perplexing embarrassments. try income received from the investment of these scholarships, in many cases of which the principal was never paid in, an interest-bearing subscription note being substituted for cash, did not at all approximate the per capita cost of instruction, nor the tuition fees paid by those who were so unfortunate as to fail to procure the use of a scholarship. At one time there were more students on scholarships than were paying the advertised tuition charges. Besides, there was more or less of haggling over the use of these privileges, which created an atmosphere of hostile feeling. At last, years later, the Trustees got rid of the situation which had developed, by the somewhat dubious method of making "tuition free to all students" and creating a contingent or "term fee" payable by all students. President McMaster also planned a system of bookkeeping and safeguarding of funds which put an end to some of the loose practices into which the College had fallen, and also effected sales of property and other adjustments by means of which he paid off most of the debts which had well nigh strangled the institution. He also arranged an amicable adjustment of the contentions between the College and the former theological department over the division of funds which had been improperly merged, although it appears now that he was entirely too generous in his concessions to the New Albany institution.

Dr. MacMaster seems to have been equally successful with the internal management of the college, with the effort to secure the support of the church, and with the development of an esprit de corps. In the move to create a university in Madison which would become "the leading institution for the whole central

and lower part of the Ohio Valley," he worked himself out of the office which he was filling with great distinction. A little later he was called to the presi-

dency of Miami University.

Patient reading of the record of the meetings of the Trustees of the College gives one the impression that the office of president was regarded as an expensive luxury except when the institution got in debt. On the wave of local enthusiasm which attended the restoration of the College to Hanover in 1844 the people of the vicinity underwrote the budget for two years. The new faculty with John Finley Crowe by appointment of the Board acting as "chairman," was of the opinion that they were quite competent of themselves to manage the College without other leadership. This opinion was reflected in a resolution adopted by the Trustees at their meeting held March 26, 1845:

"Whereas, many inquiries have been made by its friends about the election of a President of this College, in order to satisfy so far as practicable such

inquiries;

Resolved that this Board do not see at present necessity for the election of a President. . . And should it be found expedient hereafter to make such an appointment, the state of finances allowing, and the business of the institution requiring it, yet the appointment should not be made without the maturest consideration, as the present corps of instructors is deemed amply sufficient for the purpose of instruction and government."

Remembering that Dr. Crowe was both "chairman of the Faculty" and President of the Board of Trustees, and that Professor Hynes of the Faculty was also a member of the Board and its secretary, the reader can more fully appreciate the suggestion that the above resolution covers the fear that a new president

might attempt to repeat Dr. McMaster's program. However, we read in the record that on February 24, 1846, the following communication was presented to a special meeting of the Board:

"At a meeting of the Faculty held this day, all the members being present, Resolved that we recommend in accordance with a by-law, to the Board of Trustees of this College, the appointment of Rev. John McArthur, A. M., Professor of the Greek Language and Literature in Miami University, Ohio, as president of this institution."

After reading "a correspondence between Dr. Crowe and Professor McArthur" the Board adopted the recommendation unanimously. For some reason Mr. McArthur declined the call. By August the financial condition of the College had become serious. The resources pledged two years before had been exhausted, and a scheme of Dr. Crowe's for a partnership with the Associated Reformed Synod of the West which promised to relieve the treasury of a considerable burden had failed. Let Dr. Crowe speak again: "Under these circumstances their attention was very naturally turned to Dr. Scovel. He had been for several years Agent of the Presbyterian Board for Domestic Missions in the West, and had established a reputation of the highest order, both as a successful agent and an able financier. His education, though not of the highest order, was respectable and his praise was in all of the churches as a Christian gentleman of indomitable energy. His name in connection with the presidency was mentioned in a Faculty meeting," and resulting from the discussion which followed we have another communication to the Board on August 29, 1846:

"In accordance with the By-law respecting the filling of vacancies in the Faculty, the Faculty hereby

nominates unanimously to the Board, the Rev. Sylvester Scovel, D. D., of New Albany, Indiana, for President of this College and Professor of Moral and Intellectual Philosophy, and of the Evidences of Christianity." The Board immediately, and with unanimous vote, elected Dr. Scovel president at the princely salary of \$800 per year, and also treasurer without remuneration. During the first year of his administration the attendance increased fifty per cent. and he closed the fiscal year without a deficit, although in order to do so he persuaded the professors to receive negotiable scholarships as cash, and Dr. Crowe to join him in remitting their salaries in full. Whereupon, it is recorded, "the friends of the College took courage." The second and third years showed equal progress, and in 1848 Dr. Scovel succeeded in inducing the Presbyterian Board of Education to supplement the income of the College with the gift of \$400. He also procured some fifteen hundred volumes for the library of which the College was in dire need, the collection of Dr. Blythe having been lost in the 1843-44 The stabilizing of the College budget, the collection of \$25,000 for endowments, the increasing attendance from 87 to 183, the awakening of the church at large to a sense of responsibility, the improvement of working facilities, the restoration of public confidence without and enthusiasm within the College, are evidence of leadership of the highest ability. administration so brilliantly begun was suddenly ended by the death of Dr. Scovel after an illness of less than twenty-four hours, July 4, 1849, a victim of the cholera epidemic of that year, the readier victim. no doubt, for having spent himself to the limit of his physical strength for the College.

At the annual meeting of the Trustees in August, 1849, the Faculty presented two nominations, Rev. Nathan Rice of Cincinnati, and Rev. Thomas E.

Thomas of Rossville, Ohio, with the provision "that the Board should be prepared to act now on the nomination of Dr. Thomas to be president in case of Dr. Rice's declining." Both nominees were elected, but Dr. Rice removed the difficulty by declining. Thomas entered upon his duties in September, 1849, giving the College an able administration of five years. Substantial progress was made in the maintenance of the institution, the attendance was sustained, the spiritual life of the students was raised to a high degree of fervor, and the scholarly spirit greatly intensified. Two accomplishments of the Thomas administration stand out. One was the purchase of the "Campbell Farm' for the "New College Site," the land upon which the present College plant stands, and the institution of measures for the erection of Classic Hall. This story will be told later. The other was the revision of the curriculum. Dr. Thomas was the first president of the College to consider the educational problem of the College from the standpoint of a definite educational philosophy, and to make the effort to construct, or reconstruct, its curriculum on an independent basis. The revisions which he secured were of no great importance, but heretofore the College had imitated other institutions. Dr. Thomas was an enthusiast for languages, and secured the introduction of Hebrew as a required subject, a source of tribulation from which the students did not escape for several years. But he was also convinced of the educational function of systematic Bible study in the Christian College, and very largely increased the attention given to instruction in the Scriptures in their original languages as well as in English, which he considered a poor substitute.

One amusing, and, for a time, stormy incident, occurred during the administration which will be of interest to the professional reader. A difference of opinion arose between the President and some members of the Faculty with reference to the selection of textbooks in the preparatory department, which led the President to violate a by-law of the College in his effort to have his own way. The Trustees were called into the matter and decided in favor of the President, whereupon the Professors refused to obey the Board. in which attitude they were sustained by the entire Faculty except the President. The Board then demanded and received the resignations of the entire Faculty, reelecting Dr. Thomas at once, and the others in order as they exhibited a proper spirit of subordination. In 1854, Dr. Thomas resigned to accept a chair in the Theological Seminary at New Albany, which offered him the opportunity to specialize further in his favorite field of scholarship. Something of the regard in which he was held is manifest in the memorial signed unanimously by the senior class of that year, in which they were joined by the Board, praying that he withdraw his resignation.

After an interval of one year Dr. Thomas was succeeded by Rev. Jonathan Edwards of the class of 1835. and at that time the pastor of the First Presbyterian Church of Fort Wayne, Indiana. He was born in Cincinnati thirty-eight years prior to his elevation to the presidency. He hesitated to heed the call of his Alma Mater lest the salary of \$1,200 should not be paid promptly, and as a matter of fact he received but half the amount due the first year. The professors shared this perplexity with him, receiving but \$335 of their \$800 salary. The quality of scholarship secured during the former administration evidently was maintained during the two years of Dr. Edwards' incumbency. He resigned at the end of the second year to accept the call and more certain remuneration offered by the Philadelphia Arch Street Presbyterian Church. Two events of his administration deserve special notice. During the administration the College was moved into Classic Hall, although construction was not completed. The race question was settled. We let Dr. Garrett tell the latter story:

"While obtaining scholarships for the Permanent Fund, the Agent of the College received one called the Sloan Scholarship, which was subscribed and paid on condition that it should be available for a colored student. The owner now claimed the right to send such a student. In January, 1857, Moses Broiles, a colored man, applied to the Faculty for regular admission to the College upon this scholarship. After full discussion, the Faculty passed a resolution that considering the present circumstances of the institution, and its situation (locality) it is deemed inadvisable to receive Mr. Broiles into college, and the matter was referred to the Board. The Board, after due consideration at their April meeting, approved the action of the Faculty, and directed that as the Sloan Scholarship was founded with the express condition that the avails of it should be applied to the education of a colored student, that the principal of this scholarship with the interest if required, be refunded to Mr. Sloan. This was done."

Dr. James Wood, called to Hanover from a secretaryship in the Presbyterian Board of Education, occupied the presidential chair during the troublous times of the Civil War, 1859-1866, during which many institutions, even in the North, were compelled to close their doors. There were at the time some controversies within the College and in Synod as to the strength of his administration, but a fair consideration of all the facts in the case, will, we believe, warrant the conclusion that Dr. Wood was not only a successful college executive, a strong teacher and a leader of men, but that he saved Hanover College from temporary if

not permanent closure. The student material of that period naturally was absorbed into the armies, North and South. The mind of the country was on the struggle which threatened the very existence of the nation and the honor of the people. The wealth of the nation, meager under peace conditions, was poured into the greedy maw of war. The close of the struggle left both sides exhausted, and the student patronage of the South permanently alienated. This alone would explain the loss of much of the former attendance, especially from Kentucky and Tennessee. The critical attitude of Synod was due, if we are frank, more to Dr. Wood's persistent effort to collect the overdue subscriptions of churches and church members than to zeal for instruction and discipline. With war conditions, a faculty of three professors, a large accumulated debt for current expense, the impossibility of collecting subscriptions to funds with any fair success, one can readily imagine the discouragement which prevailed. Yet in spite of these adverse conditions the College carried on. Dr. Wood as treasurer kept the finances in hand, and through the cultivation of some well-to-do individuals secured commitments which subsequently bore fruit in a number of designated endowments for which his successors received the credit. And if a college is measured ultimately by the character of its graduates, Dr. Wood's administration was conspicuously successful. No period in the history of the College has produced an equal proportion of high grade men. Other evidence of his leadership is observed in the unusually self-sacrificing loyalty of the Faculty, whose members carried double teaching loads without complaint, and on one occasion resigned in a body in order to share the odium of criticism of their president. The same feeling was reflected in the student attitude. In the autumn of 1866 Dr. Wood resigned to accept the presidency of the Courtland Van Rensselaer Institute of New Jersey. The senior class, with Harvey W. Wiley as their spokesman, waited upon their departing leader and unanimously asked him to return at the next commencement, with the permission of the Board, that they might receive their diplomas from his hand. Dr. Wiley's statement on that occasion was as follows: "Honored and Respected Teacher: As your relation to us is now soon to be dissolved, and as we have so nearly completed our college course under your supervision and control as President of this Institution, where we have so long enjoyed the benefit of your able instructions and wise counsels, under these circumstances, we represent that it will be highly gratifying to us to have our diplomas honored by your personal signature and personal presentation. We therefore, members of the Senior Class of 1867, do hereby respectfully yet earnestly request that our diplomas may be, at the coming Commencement, signed and delivered by your hand." The Board cordially agreed to this request, but the death of Dr. Wood shortly after taking up his new office defeated their purpose.

Dr. Wood, in his inaugural address, announced three principles to govern his management of the College: (1) The Course of Study should be adequate to meet the demands of any vocation: (2) Accurate and thorough scholarship and unquestioned moral character should be pre-requisites to the degrees granted by the institution: (3) Religious instruction should have a large place in the regular course of study. Dr. Wood has the distinction of leaving to the College a very important part of its property. He purchased and gave the grounds now belonging to the College and occupied by the residences and fraternity houses west of the Point House, by the Y. M. C. A.

Chapel, the observatory, the tennis courts, the gymnasium, and the "Wood Athletic Field."

An interregnum of two years passed when, upon the nomination by a joint committee of Trustees and Faculty, the Rev. George D. Archibald, D. D., of New York City, formerly pastor of the First Presbyterian Church of Madison, Indiana, and a member of the Board of Trustees, was elected to the presidency. After two years of hectic experience with the budget, spending much of the time in the field soliciting funds to supplement the meager income of the treasury and cover the modest salaries of himself and four teachers. President Archibald resigned to accept a place in the Theological Seminary at Danville, Kentucky. Possibly the one incident of his administration which has made the largest contribution to the College and society was the calling of Professor Edward I. Nelson, fresh from graduate study at Yale, to the chair of Natural Science. Following upon the splendid work of Dr. Scott, Mr. Nelson infused a conception and spirit of scientific study into the College which not only stimulated a number of men to achieve prominence in the scientific world, men like the Coulters, Barnes, Butlers and Youngs, but also profoundly modified the content and method of instruction since that time. For many years a so-called "Scientific Course" had been provided in hte curriculum, which was in fact merely the group of studies left by excusing students from Greek. Hebrew and Latin. During this administration the curriculum was revised, the Scientific Course reorganized and somewhat expanded and dignified by publication for the first time in the catalogue. Thus the degree of Bachelor of Science which had been conferred since 1856 was elevated toward but not reaching the value of the A. B. degree. In June, 1869, the Board took the step referred to earlier of abandoning the

"scholarship system" by adoption of the policy of granting "free tuition" but charging a "contingent fee" equal in amount to the former charge for tuition. At the same meeting, June, 1869, the Faculty presented a petition asking the Board to authorize the admission of young women of the village of Hanover to such classes in the College "as were not suitably provided for in the village school." The Board took the request under advisement for a year, received a favorable report from the special committee to which the question had been referred, and disposed of the matter finally by ruling the question "out of order." The Faculty, quite characteristically, Professor Garrett tells us, "deeming that as they were not forbidden, their request could be taken as granted, admitted them. (the girls), though the names of the young ladies who attended do not appear in the College catalogue till 1881, when they were fully admitted." The first woman admitted to graduation was Calla James Harrison in 1883. Coeducation thus began in Hanover College in the same lawless manner as a certain woman's fraternity which was reported by a later president as not in existence here because it was not officially recognized.

In September, 1870, Dr. George C. Heckman began his administration of nine years, coming from the pastorate of a church in Albany, New York, to which he had gone from Indianapolis. He came well informed as to the problems of the College and during his incumbency further laid the foundations for the future growth and stability of the institution. By many his administration was thought to be distinguished chiefly by his erection of the President's House and his dream of the day when the isolation of Hanover would be overcome. The presidential residence has been the source of great satisfaction to his successors in office

and indirectly the means of bettering housing conditions for the Faculty. His "dream" has been more than realized since the advent of the automobile and the present system of state highways.

The fresh enthusiasm which the new president brought to the College was attended by an increase in the number of students, but toward the end of the period the attendance again dropped back somewhat. The scientific department was again strengthened, and the financial condition improved sufficiently, in promise at least, to induce the Board to increase the salaries of the teachers to \$1,200 per year, and to increase the numbers of teachers, with the result that the expenses of the institution soon exceeded the income. money crisis which became acute toward the end of Dr. Heckman's administration, combined with the freezing up of a considerable part of the endowment through bad management of the funds by the Treasurer, finally brought the College to the only point in its history when it was unable to negotiate a loan in the local banks. The condition became so serious that the Board ordered a reduction of the number of teachers, a horizontal reduction of twenty-five per cent. of all salaries and by one vote refused to passthe motion of Mr. John H. Holliday to close the College until the accumulated interest should clear off the indebtedness and restore the credit of the institution. Fortunately litigation prosecuted prior to this action resulted in the ultimate collection of principal and interest in full on all the frozen investments, although settlement was not completed until after Dr. Heckman went out of office. The president resigned because he could not support his family on the reduced salary, and at the same session of the Board Dr. Daniel Webster Fisher was nominated in open meeting and unanimously elected the tenth president of Hanover College.

On the occasion of his inauguration as president in June, 1908, the writer said, referring to his predecessor, "It is my judgment that Daniel W. Fisher contributed more to the making of Hanover College than any other man." Nineteen years of close acquaintance with the history and problems of the College have strengthened this impression. One marvels at the multitude of things he did, each of which was done with distinction. The story of his long years of service, in the number of which he has been exceeded by but four college presidents—King of Cornell College. Iowa, Angell of Michigan, Patterson of Kentucky, and Elliott of Harvard—is so strikingly told in his autobiography, (A Human Life, 1909) as to impoverish a sketch possible within the scope of the present volume. The accomplishments of his administration are well stated in a communication prepared at the direction of the Board of Trustees in 1907 by Dr. Joseph H. Barnard with whom he was intimately associated in the Board and in church courts for many years. A portion of Dr. Barnard's statement is reprinted:

"He accepted the presidency and entered on the duties of the office at a time when conditions were most adverse and unpromising, and without any solicitation on his part; when, in fact, the policy of closing the institution was discussed at the meeting at which he was chosen, and in a test vote was lost by only one voice. The salaries of the professors were in arrears, and the finances generally were in a very unsatisfactory condition. The president, three professors, and two or three student tutors constituted the Faculty. The buildings consisted of the old 'Main Building,' a small frame house, the janitor's house, and the president's home. Omitting a number of minor matters, during the administration of Dr. Fisher, running through a period of twenty-eight years, the following

is a list of the additions and improvements made and

that deserve notice:

"Donnell Chapel, Y. M. C. A. Hall, College Point House, the Observatory, the Gymnasium, Music Hall, Science Hall, Classic Hall remodeled and refurnished at a cost of \$10,0000; the Moffett Portico, the Thomas A. Hendricks Library, the Baldridge Gate, cement walks.

"In the matter of endowment are the Clarke chair, the McKee chair, the Cogley chair, the Hamilton chair, additions to the Holliday and the McKee chairs, the Marquand gift of \$5,000; other miscellaneous gifts aggregating \$5,000; four scholarships, averaging \$1,000 each; the A. Y. Moore estate.

"Some \$18,000 that had been invested in Arkansas bonds and had been regarded as probably lost, were recovered, with accrued interest.

"In addition, mention should be made of the various prizes that have been established, the Voris prizes, with the equivalent of an income from \$2,000 per year; the Gilpin prize, with the income from \$500 per year; the Potter medal; and the Shelby medal, and others.

"During the long incumbency of Dr. Fisher, a total of \$500 will cover the losses of all invested funds. Important and valuable changes have been made in the College curriculum; the teaching force has been increased; and from year to year, the College has sent forth its graduates, not in large, but in goodly numbers, to occupy places of trust and responsibility in all the various professions of life.

"Dr. Fisher brought to the discharge of his duties as president of the College executive and administrative ability of a very high order, looking after investments, and maintaining the funds of the institution intact, keeping expenses rigidly within the yearly income, managing efficiently all the varied interests intrusted to him, thus holding the College on a high ground as respects both the financial interests and literary standing. During all these years he has left the stamp of his influence for good, in wide and manifold ways, on the College and on those who have gone out from its halls. Of profound, scholarly attainments, broad-minded and abreast with all the latest and most advanced thought of his age, we record with special pleasure his loyalty to the great truths of the gospel, and his constant effort to maintain a distinctly religious atmosphere in the College. His baccalaureate sermons are splendid specimens of the great themes of Christianity."

It is too early to write the history of the present administration. President Millis is a native of Indiana, his mother a teacher in her young womanhood, his father a farmer and, later, merchant and banker. All of the children of the family became educators. President Millis received his A. B. degree from Indiana University, major in philosophy, 1889, and the degree of Master of Arts, major in Logic the following year. He was a protégé of David Starr Jordan, and prepared for college teaching. The necessity of immediate employment diverted him from his purpose into public school education in which he was engaged nineteen years. During the last two years of this time, however, he divided time with Wabash College in which he was Professor of Education. His coming to Hanover in 1908 was in fact a return, so far as the grade of work is concerned, to his original purpose.

It may be said fairly that the nineteen years of the present administration constitute a period of substantial progress in college standards, equipment, endowment, scope and quality of instruction and attendance. In part this progress is a development of lines of effort projected in the preceding administration; in part an adjustment to the new conditions brought about by the revolution of educational practice, what-

ever one may think of its merit, which has occurred during the past two decades, and which no institution could avoid and live. The traditional objectives have been kept in mind throughout these readjustments. The period has been particularly difficult because of the disturbance of values by the World War and the emergence of a species of unbridled democracy which breaks the restraints of older standards and ideals. It has been a period of standardization in educational organization and practice as well as in other things—frequently artificial in character—requiring larger working capital, new equipment and larger income. The accomplishment may be represented in tabular form:

I. Total enrollment exclusive of preparatory students:

	(1907-08)	(1925-26)
Resident	68	503
Extension		215

II. Average attendance, excluding preparatory students, computed on a nine months' basis:

	(1890 to 1908)	(1908 to 1926)
	87	295
III. Assets:		
	(1907)	(1926)
Live		\$658,738.71
Plant		235,979.55
Total		894,718.26
IV. Faculty:		
ar o a would f	(1907-08)	(1925-26)
Full time teache	rs 9	16

In 1908 salaries ranged from \$900 to \$1,200 for the "regular year." The present salary schedule

Part time teachers

ranges from \$1,300 to \$2,000 for three quarters, and as high as \$3,200 for the four quarters, including extension teaching. Four new chairs have been created and endowed: Biology, Education, English Bible, and Training for Religious Work. Steam heat has been installed in all the buildings except the Library, which was already steam heated; electric lighting and water service in all buildings; the new Science Hall and Gymnasium constructed; the Point House enlarged, refitted and refurnished; two new professor's residences acquired, and two other houses reconstructed to provide three residences. Street lighting and paving of the village were secured through College effort. Half of the class room furniture, and all the laboratory furniture, apparatus and supplies, dormitory furniture, furnishings and equipment, now owned by the College, have been acquired during the present period.

The entrance credits, evaluated by the Carnegie Foundation in 1907 at nine units, have been raised to sixteen, conforming in content and distribution to the North Central and American Association standards. By raising entrance requirements, adopting the present type of curriculum, enlarging the scope of instruction, and increasing the fixed income, the College which in 1907 was declared below standard by the standardizing agencies, is officially rated as a standard institution by the State of Indiana and other commonwealths, the North Central and American Association of Colleges, and by the American Council of Educa-The increase in the scope of instruction during the present administration is shown in the table below. This enlargement of offerings has been accomplished, not by increasing the load of the teacher, but in part by relieving the teachers of high school teaching through abolishing the Preparatory Department, and in part by additions to the Faculty. All new departments except Music have been specifically endowed.

Scope of Instruction given in:	
1907-08	1925-26
Mathematics 1 2/3 years	4 years
Latin 2 1/3	3
Greek 3 2/3	3
German 2	3
French 1	3
Spanish 0	2
English 3	5
History 1 2/3	4
Social Science 1 1/3	3
Physical Science 3 2/3	7 1/2
Biological Science 1 1/3	4 1/3
Philosophy 1 1/3	3
Bible 1	4
Education	4
Music None for credit	4
Religious Leadership 0	2
Total 24 1/3	58 5/6



SECOND BUILDING. 1829.

From the Theological Department organized in this building has developed McCormick Theological Seminary.



HANOVER PRESBYTERIAN CHURCH. Reconstructed from the ruins of the "College Edifice." 1832.



CHAPTER V

THE COLLEGE AND THE CHURCH

HANOVER COLLEGE owes much to the Hanover Pres-The founder was pastor of the byterian Church. Church, and the officers and members of the congregation supported him loyally in his efforts to establish the new school. The population of the vicinity was of Scotch-Irish extraction, which is evidence that the people took their religion seriously and believed in education. They were ready to support any movement with their means as well as their voices which promised to foster deeper spirituality and greater intelligence. Judge Williamson Dunn, the most prominent elder of the congregation, promptly met challenge after challenge of his friend and pastor, giving freely of time, land and money. He gave the campus, that is the first campus, comprising the grounds now occupied by the church house and the residence to the east, and fifty acres of land for a college farm. He had previously given the congregation ground for its house of worship, the lot now occupied by the township public school building. He also donated to Wabash College the land on which its first buildings were located, and for many years owned the farm that is now the campus of Indiana University. Judge Dunn served as a trustee of the College twenty years, and for a part of the time its treasurer and financial adviser. His prominence in the state at large enabled him to secure valuable support for the College in a

number of emergencies. Mr. George Logan, Dr. Andrew Spear, and many other men of ability, added their services to those of Dr. Crowe and Judge Dunn. The Maxwell family, which has made its influence for good so conspicuous throughout the state, was originally of this community, Dr. David H. Maxwell moving from Hanover to Bloomington, Indiana, in 1819. He was a member of the Constitutional Convention of 1816, and he and his wife two of the twelve members of the little group who were organized in 1819 into the Bloomington Presbyterian Church. He at once put himself at the head of the movement which secured the founding of Indiana University at Bloomington and the issue of its first charter in 1820. Many other families which have become equally prominent in the state and nation then were a part of the new but quite superior population which fostered the new College, among them the Wileys, Matthews, and the Bryans whose gifted grandson is now President of Indiana Universitv.

In his manuscript Dr. Crowe relates that upon a suggestion emanating from "the Teacher," Judge Dunn laid off that portion of his farm contiguous to the churchyard "in lots for a village which might grow with the institution." He also "donated to the Academy a beautiful lot of two acres for a campus, together with six improved lots in the village." Dr. Crowe then goes on to say:

"Encouraged by the smiles of Divine Providence, vouchsafed to the plans and efforts of the Presbytery in providing for the education of young men for the ministry; the Teacher, now Agent of the Presbytery, felt that the time had come to make an effort to erect a building on the Campus. He suggested the subject to several of the Trustees, but they seemed to regard the suggestion as visionary. Where could the neces-

sary funds be secured was an unanswerable argument against the undertaking. But the Teacher could not get rid of the conviction that a building was necessary to the success of the enterprise, and if so, not impracticable. He, therefore, after mature deliberation, resolved to try. And believing that all hearts are really in the Lord's hands as is the heart of the King, he felt a confidence of success. Having decided in his own mind that a two-story brick building, 25 by 40 feet, was needed, he opened the following subscription:

'For the purpose of erecting a suitable building for Hanover Academy, we whose names are hereunto subscribed do promise to have performed the jobs of work taken by us severally, against the times, speci-

fied,' viz:

First job. To throw up sufficient quantity of earth to make 70,000 bricks.

Second job. To furnish attendance for making the bricks.

Third job. To mold and burn 70,000 bricks.

Fourth job. To board the hands while making and burning and also to furnish the wood.

Fifth job. To furnish stocks at the sawmill suffi-

cient to make all the lumber needed.

Sixth job. To deliver all the lumber at the building.

Seventh job. To furnish rock on the ground suf-

ficient for the foundation.

Eighth job. To build the foundation two feet above the surface all around.

Ninth job. To furnish shingles to cover the building.

(Note: These jobs were all taken except the third and the ninth by persons in the neighborhood. Job one, by the students; second, by Samuel Hanna; fourth, by the Teacher; fifth, by Colonel Smock; sixth, John Seburn; seventh, George Logan; eighth, by James Park and James Corry.)"

The cost of construction of the first College building not covered by these subscriptions in work and materials made by the "persons of the neighborhood," which means, the members of Dr. Crowe's church, amounted to \$400 in money, of which Dr. Crowe gave the first \$100, and Judge Dunn the second hundred. Of the remaining \$200 only \$20 had not been secured when the Board met "to inaugurate the Academy in the New Edifice," upon announcement of which "this sum was advanced by four brethren present." The erection of a second building, a residence for the new theological professor, is told by Dr. Crowe in the following language:

"When the resolution of the Board to erect the log building was made public, the citizens of Hanover and the students of the Academy displayed the lively interest which they felt in having the Doctor added to their community, by pledging themselves to erect the building. Some of the students were accustomed to the use of the broad axe, all of them to that of the narrow axe, and having furnished themselves with tools, they went into the adjoining forest and in two days had the logs all hewed for the building. A number of the citizens of the village and vicinity had joined in the frolic and the logs were put up as fast as they were prepared.

"The resolution of the Board to erect this building was passed on the fifteenth day of March, 1830, and by the last of May there was, with but little expense to the Board, completed a respectable hewed log house, with shingle roof, brick chimneys and four rooms. The promptness displayed in this enterprise, is the more remarkable, as it followed immediately after finishing, by the same agency, in a neat and substantial manner

the public edifice":

It was currently reported in the public press of the county on the morning of the sixth of July, 1837, that Hanover College and the village of Hanover had been utterly destroyed by a cyclone the afternoon before, with the prediction that neither would likely be restored. Again we quote Dr. Crowe, with emphasis on the contribution made by the Church:

"On the fifth day of July a tornado of great violence swept over the village prostrating everything in its track. The College edifice and two professor's houses were left in ruins. And that there were no lives lost is attributed to the fact that the disaster occurred providentially, when the students, some seventy of whom roomed in the building, were at supper at the Refectory, which was out of its range. The tornado was followed by a tremendous rain which continued until after night.

"The dawn of July 6th, though the 'rain was over and gone,' revealed the sad ravages of the storm. The main building of the College edifice was unroofed; the eastern wall of the third story thrown down, and the wing, a brick building, 40 by 25 feet two stories high, demolished to the foundation. Professor Nile's house, a new frame building, was not only demolished, but the materials, together with a large and valuable library, scattered like chaff before the wind. Two or three other dwelling houses were demolished and many unroofed.

"The destruction of most of the dormitories and all the recitation rooms led necessarily to a dispersion of the students until repairs could be made. Some forty or fifty, mostly of the higher classes, remained and had their recitations in a schoolhouse. Many of those who left entered other colleges and never returned.

"But the effects of the tornado were most seriously felt in the finances of the College. Repairs must be made and it required a large sum to make them; while the reduced number of students left a large deficit in the contingent list. In this emergency an immediate supply of necessary means for making repairs, was providentially provided.

"Early in the preceding spring, the Hanover church, finding their house of worship too small for the congregation, resolved to pull down the old house and build a greater. And as much of the material in the old house could be used in the construction of the new, they made an arrangement with the College authorities to have the use of their chapel until the new church should be finished. This arrangement having been made, they pulled down their stone house and worshiped in the College chapel. The foundation of the new house was laid, the materials for making it all on the ground, and the workmen just about to commence laying the brick, when the tornado in its destructive fury swept over, leaving the College edifice, as has been described.

"As the interests of the College required that the building should, as speedily as possible, be repaired, the Executive Committee proposed to the Trustees of the Church, that if they would transfer to them their cash subscription for the building of the church, and permit them to use their building materials then on the ground in making repairs on the College, the Church should have the use of the chapel on Sabbath days, and on all other days when it was not in use, until they should again wish to build. And that they would then repay the cash, replace the materials or their value in cash.

"The deep interest which the church felt in the prosperity of the College led them without hesitancy to agree to the proposition, transferring not only their materials, but the cash subscription of about \$1,000 to the Executive Committee."

When the Philalathean Literary Society moved the College back from Madison to Hanover, the members of the Hanover Church and others in its vicinity subscribed the salaries of the Faculty for two years, "two



(From left to right beginning at top)

PRESIDENTS

BLYTHE, MACMASTER, ARCHIBALD, THOMAS, FISHER, WOOD, EDWARDS, HECKMAN, SCOVELL.



gentlemen in the immediate vicinity of Hanover" appending \$400 to each of their names, no small subscription in a country church in 1844.

The congregation continued to worship in the chapel of "the College edifice" until the building was deeded to them in 1859 and reconstructed along the present lines.

The College is also indebted to the church for its name. First in order came the church, then the College and the village. In July, 1819, the Rev. Thomas C. Searle, a young Dartmouth graduate, declined election to the Chair of Logic in his Alma Mater, and with his young wife, a Hanover, New Hampshire girl. came to Madison as pastor of the Presbyterian Church of that city. The Scotch-Irish settlers on the tableland west and south of Madison were divided in their church membership between the Associated Presbyterian Church at Carmel and the regular Presbyterian Church of Madison. On March 4 of the following year Mr. Searle organized that portion of his flock that lived in the "Dunn Settlement" into a new congregation which proceeded to erect a stone meeting house on the lot that Judge Dunn gave for that purpose. Mrs. Searle was popular with the new congregation and out of compliment to that estimable lady, the new house, and, later by habit, the congregation, was called "Hanover Church," after her birthplace. The resolution of Presbytery locating the proposed academy at Hanover referred to the church, not to the village, which did not then exist. The school took the name of the old stone meeting house, and the village, which sprang up about school and church, took the name of South Hanover in order to distinguish the place from the then Hanover, Shelby County, Indiana.

In October, 1821, Mr. Searle died of a fever prevalent in the new state during the summer and fall months. At the time of his death he was, by appoint-

ment of the Legislature, a member of a committee to devise a system of public schools for Indiana. One wonders what our story might be today if Mr. Searle had lived.

The official relations of the Presbytery and Synod to the institution at Hanover have been related in our second chapter in sufficient detail. The story of the "Theological Department," later the Indiana Theological Seminary, deserves more space. Even a casual reading of the Crowe manuscript and the early publications makes it obvious that in the mind of Dr. Crowe and his associates of the first ten years the theological branch of the school was considered of first importance. They were primarily interested in educating a supply of "western men" for the Presbyterian ministry. They had in mind a system of schools beginning with Mr. Cheever's Grammar School and leading through the Academy and College to the Seminary. Dr. Crowe says:

"At the first, the great and ultimate object of the founders of Hanover College was the education of young men for the Gospel Ministry; the Theological Department of the Institution was of course, in their

estimation, its most important part.

"The removal of the Seminary from Hanover was felt, both by the College and the citizens, to be a sore bereavement, yet they bore it without a murmur. They had cheerfully made many pecuniary sacrifices in building it up, because they supposed that the interests of the Redeemer's Kingdom required it. And now, as in the opinion of a respectable convention of the Ministers and Elders of the Church, the same interests demanded its removal, they felt prepared to make the greater sacrifice."

At first the theological school was regarded as a part of the Academy, the important department, but

shortly a contract made between the Synod and the Trustees of the Academy made it an independent institution, but closely affiliated with the Academy, under the name of the Indiana Theological Seminary, and governed by its own Board of Directors, one-half of whom were elected by Synod, and one-half by the Trustees of the Academy, later the College. Board of Directors assigned the actual management of the Seminary to the College Board and officials. Synod obligated itself to support the Seminary Faculty, but as a matter of fact, the buildings, professors' residences, and all funds, used by the Seminary during its location at Hanover, were found or provided by the College. With the founding of other colleges contributing to the Indiana Seminary, some jealousy developed due to the supposition that Hanover College exercised too much control over its affairs. This agitation eventuated in the removal of the Seminary to New Albany, Indiana, in 1840. Again, in 1857, it was moved to Chicago and renamed "The Presbyterian Theological Seminary of the Northwest," and later. the "McCormick Theological Seminary."

To show the scope and general character of instruction provided by the Seminary while at Hanover, we quote the "General Remarks," from the 1836-37 catalogue of "Indiana Theological Seminary and Hanover College":

"The Board of Directors are appointed annually, one-half by the Trustees of the College, and the other half by the Synod of Indiana, and such other Synods and Presbyteries as may hereafter adopt the Plan of Union. The Board meets annually, at the close of the term, or oftener, by special call. The term consists of eight months, commencing with the first Monday in November, and ending the last day in June, making the vacation four months. A public examination of all

students is held at the close of each term. Those belonging to the two lower classes are examined on those subjects which have engaged their attention during the term; the Senior Class, on the entire course.

"The course of studies is adapted to the plan of the Seminary, which requires three professors, each of whom attends to the same class on different days of the week, or at different hours of the same day. It is also adapted to the time of continuance in the Seminary, viz. three years. The students are divided into three classes, the Junior, Middle, and Senior. One year is spent in the studies of each of these classes.

"With the Professor of Biblical Literature the students attend to the original languages of the Scriptures, Biblical Literature, Archæology, and Hermeneutics. With the Professor of Ecclesiastical History, to Sacred Chronology, Biblical History, Church Government, and the Composition and Delivery of Sermons. With the Professor of Theology, to a short course of Mental and Moral Philosophy, Natural and Revealed Religion, didactic, Polemic, and Pastoral Theology.

"During the first year the Junior Class attends the Professor of Biblical Literature five days in the week; the Professors of Theology and History, each one day in the week. The second year the Middle Class attends the Professor of Theology three days in each week; the Professor of History, two, and of Biblical Literature, two. The third year, the Senior Class attends the Professor of History three days in each week; the Professor of Theology, two and of Biblical Literature, one. Though the Chair of History is still vacant, none of the studies belonging to that department are omitted. They are divided between the other Professors, and pursued in regular order.

"Lectures are delivered more or less frequently, as is deemed expedient, and such books as may be useful, on the different subjects, are recommended. The students are required to illustrate, prove, and defend all doctrines, and explain, and enforce all duties, by explicit and appropriate passages from the Holy Scriptures. The Bible is admitted and studied as the supreme authority. In whatever order the different topics in theology may be considered, the doctrines inculcated, as nearly as can possibly be ascertained, are those of the Holy Scriptures. So far as any other textbook than the Bible is used, it is the Confession of Faith. This book is to be adopted with all the solemnity of vows to God, by all who are to be licensed and ordained to the ministry in the Presbyterian Church, and ought to be well understood. It is, therefore, to be analyzed and compared, in all its details, with the Sacred Scriptures."

The removal of the Seminary from Hanover created certain financial difficulties, which for a time endangered the amicable relations of the two institutions. The Trustees of the College had acted as fiduciary agent of the Seminary. Their representatives had procured the funds necessary for the building and dwellings used by the Seminary classes and professors, and for the entire maintenance of the institution. When funds could not be collected the Trustees borrowed the necessary amounts. Agents of the new Board of Directors intimated that the College had hypothecated Seminary funds, and for many years partisans of Hanover asserted that the Seminary had wronged the College in the amount of several thousand dollars. The facts seem to be that the Seminary, at the removal, was indebted to the College to the amount of approximately \$4,000, not including any portion of the indebtedness which had accrued in the mutual support of the two institutions, which obligations were subsequently by mutual consent adjusted by the transfer by the Seminary to the College of its interest in and claims to the entire estate of Appleton Ballard of Kentucky. At the time of the location of the Seminary at New Albany, Mr. Elias Avres, a

prominent citizen of that place, gave the Seminary \$15,000 on certain conditions, one of which was the express stipulation that the sum should revert to his estate in the event that the institution should be moved from New Albany. Upon the relocation of the Seminary in Chicago in 1857 the widow claimed the principal of the Ayres fund as forfeited and gave her equity to the College. A friendly suit was instituted, resulting in an equal division of the amount between the two institutions.

As stated in the second chapter, the College is not subject to ecclesiastical control. It is not legally the property of the Presbyterian Church, nor bound by any actions of the Presbytery, Synod or General Assembly. Yet, as a matter of fact, it has clung closely to the church, and at all times all but a small minority of its trustees and professors have been active members of the Presbyterian Church, and leaning rather to the conservative wing. Hanover frankly acknowledges that it is a denominational college. The officials report annually to Synod, Presbytery, and the General Assembly's Board. By mutual agreement, the Board of Trustees elect eight of their number from nominations submitted by Synod. Through all the years there has been a small but steady flow of graduates into the ministry and other forms of church work. The number is increasing toward the end of the century. The large contributions of Presbytery and Synod in recent years to the permanent endowment of the College have served greatly to increase the intimacy of their relations. For four years Synod's Committee on Education has held a Presbyterian Young People's Conference here for a week each vear. These conferences have grown in numbers and in their contribution to the activities of the churches of the south half of the Synod.

This chapter should not close without reference to the great contribution which the College has made to the Kingdom through the labors of her alumni. It has been said that "when the story of the rise of democracy in the Orient is written it will turn about the work of Moffett and Baird in Korea." With equal justice some claim may be made with reference to the work of Hanover men and women in China, Japan, the Philippines, India, Africa, and the mission fields of the Western World. Hanover men have rendered distinguished service in the councils and courts of our church. Hanover has supplied an army of ministers to churches large and small throughout our country, from one to eight pastors to each of nearly two hundred Presbyterian churches in Indiana alone.

CHAPTER VI

HANOVER AND INDIANA

It has on occasion been observed that "Hanover is poor as regards location, but wonderful for situation." There was a time when the situation was questioned. Location is always interesting, and, in the case of a college especially, a matter of vital importance.

The location of Hanover College was, in a sense, an accident, but viewed in the larger aspects involved, a natural consequence of existing geographical and social factors. As we know, the location was determined by a vote of Presbytery. Tradition has it that Bethlehem in Clark County and Livonia in Washington County were also considered, and that the Bethlehem site was not only at one time chosen, but sketched into the map of an enterprising real estate dealer. The final action of the Presbytery was unani-The reasons for the selections are obvious: mous. (1) John Finley Crowe had initiated the movement for a college, or "school," and without doubt had already chosen his own church neighborhood for its location: he was chairman of the committee which brought in the recommendation, and he was accustomed to accomplish his objectives. (2) "Dunn's Settlement" comprised the most enlightened and progressive people in the new state, and a school in their midst offered more promise of success. agreed by all, however, that the first reason is the real explanation. Soon after Dr. Crowe had opened his pri-

vate school in 1827, at the request of Presbytery, in the small log house on his own farm, the patronage outgrew the small quarters and he moved his boys over to the stone church on Judge Dunn's farm. When his school was adopted by Presbytery he projected the building for the Seminary, and quite naturally suggested to Mr. Dunn that he give the two acres lying between the church and the Crowe residence for a campus. But two buildings were erected on this campus, the small building, 25 by 40 feet, for the Seminary (1829) and the "College Edifice" (1832) which, reconstructed, has been known to the students since 1859 as the Presbyterian Church. The Seminary building was so placed as to form an "L" to the east off the front of the "College Edifice" when the latter was erected. The Academy, however, had a number of other houses before the college building was secured. The brick residence on the north side of the street, west of the present church, was the residence of the head professor in the Seminary. An old frame building a few doors farther west was occupied by the printing and bookbinding department of the Manual Labor Scheme. On the southwest corner of the intersection of Main and Cross Main Streets was a large brick dormitory with a refectory which accommodated a large number of students. On Cross Main Street south were a number of wooden buildings used by the various projected trade schools, and a row of small two-room dormitory houses. One hundred acres lying west of Cross Main Street and equally north and south of the Lexington Road constituted the College Farm.

In the liquidation of the debts accumulated during the Seminary-Manual Labor period, all of this property was sold except the campus and its improvements. The tornado of 1837 completely destroyed the Seminary wing of the building and the third floor of the main structure. The latter, with the aid of the Church, was repaired, and the building reduced to two stories. The walls, however, had been greatly disturbed, and the repairs were not the most substantial, so that the building was neither inviting nor adequate for the needs of the College. Meanwhile the village was closing in around the campus, which fact, together with the condition of the building, had led to a discussion within the Board of Trustees of the desirability of a new site. In 1843 a committee, of which President MacMaster was chairman, was appointed to report recommendations to this end at a special meeting set for a given day. The near-tragedy growing out of this action meant so much to John Finley Crowe, and the episode as he relates it is so unique in college history we shall reproduce the account as it appears in the Crowe manuscript. The reader will bear in mind of course that Dr. Crowe was not a disinterested reporter. Apparently he regarded Dr. MacMaster as "the greatest benefactor" of the College until he was advised of the plans laid a few hours before the trap was sprung. The reader may even suspect that the issue was between two Scotchmen, canny in the same degree, with the President taking the initiative. One's sympathies of course are with Dr. Crowe.

"The charter obtained by a committee of Presbytery in December of the same year, constituted the ministers of Madison Presbytery, together with five laymen, all members of the church,—'A Body Corporate and Politic,' to be known by the name, 'The Trustees of Hanover Academy,' and by that name to have perpetual succession, with the permission to increase the number of trustees whenever it might be deemed necessary.

"And when the Synod of Indiana, having adopted Hanover Academy as their Synodical School, applied for a College charter, the prayer of their petition was granted simply by so amending the charter of the Academy as to change the name to Hanover College, together with the privilege of conferring the usual literary degrees.

"The Board of Trustees remained consequently a close Corporation, with the privilege of increasing their number whenever they deemed it necessary. And the number had been increased principally through the influence of the President of the College, until, at the time of surrendering the charter, it had swelled to twenty-seven, only eight of whom were members of the Synod of Indiana.

"Hence it is obvious, that the Board of Trustees was an irresponsible body, the superintendence and control of the Synod was merely nominal. Consequently the President had nothing more to do, in order to accomplish his object, than to secure the cooperation of the majority of the members of the

Board in his favor.

"This he effected by consulting privately with such members as he supposed would be likely to favor the plan: or to use his own words, 'I consulted those whom I deemed by their capacity, their information and their freedom from the bias of private interest and feeling, competent to give counsel, and omitted to consult those whom I deemed, on all, or any of these accounts incompetent.' (Note: Speech of Dr. MacMaster in the Synod of Indiana, page 26). Having in this way secured the approval of the object by a majority of the Board, in an adjourned meeting held December 8, the Doctor submitted the following resolution:

"'Resolved, that a Committee of five be appointed on the state of the College, with instructions to report concerning the practicability and expediency of selecting a new location, and the erection of a new edifice thereon; and also concerning the ways and means of effecting the same.' The resolution was unanimously adopted and Dr. MacMaster made chairman of the

Committee of five, two members from Madison, two from Hanover.' (Note: The facility with which this resolution was obtained may be easily explained. From the time of the tornado, by which the College Edifice was well nigh ruined, the subject of a new building and of a new site had been agitated at Hanover. Some were in favor of the old location; others were in favor of a location half a mile distant in view of the river. As all felt desirous to have the question settled, the resolution was unanimously passed. But the understanding of every member of the Board, excepting Dr. MacMaster, Professor Anderson and the two Madison members, was that the Committee was to decide whether the new building was to be erected on the old campus, or half a mile distant in view of the river.)

"The Board then adjourned to meet at the College on Monday, December 18, 1843, at 10 o'clock A. M.

"The initiatory step in the destruction of the College had now been taken. The suicidal act had been unconsciously perpetrated by the Board; and ten days

more were to close their corporate existence.

"The Committee of five, before separating, had agreed to meet in Hanover on the following Friday, only three days before the adjourned meeting at which their report was expected. Dr. MacMaster accompanied the Madison members home and did not return again to Hanover until late in the afternoon of Friday. On the Wednesday preceding, a rumor had reached Hanover that Dr. MacMaster was negotiating with the citizens of Madison for a transfer of the College to that place, and one of the citizens, much excited, brought the intelligence to the writer, but such was his confidence in the uprightness of Dr. MacMaster that he pledged himself to the gentleman that the rumor was without foundation. But on the evening of the same day a hand-bill printed over the names of thirty of the principal citizens of Madison reached Hanover in which the College was fairly and fully set up to the highest bidder, and the good citizens of Madison called upon to engage in the honorable competition with other places on the Ohio River.

"The document is here inserted:

"'Hanover College . . . Madison University.
"To the Citizens of Madison:

"'It is probably known to most of you that Hanover College, which has existed during the past ten years in our vicinity, after a period of pecuniary embarrassment, is at the present time in a much improved condition. A debt of more than fifteen thousand dollars has, we learn, been recently liquidated. The Trustees hold a subscription of more than twelve thousand dollars toward a permanent endowment.

"'The number of students is much increased, about one hundred being in actual attendance during the present session. From a concurrence of causes this institution is looked to at the present time with a lively interest, not only by a large portion of the citizens of our own state, but from a very extensive region of the Ohio Valley, including large portions of the adjacent states as well as of the country farther south. We understand that the Trustees, encouraged by favorable prospects of the institution, have it in contemplation to take immediate measures to select a new location, erect new edifices and improve in other respects its condition.

"The question has arisen in our minds, and we trust will elicit the interest of every citizen of Madison, whether such inducements may not be offered as to lead to the removal of the College at Hanover to this place, and its combination with a larger institution to be established here, under the conduct of the gentlemen now at Hanover, and such others as may be associated with them, and thus to secure to our city the advantages of a literary institution, established on such a scale, and possessing such a character as to become the leading institution for the whole central

and lower part of the Ohio Valley. The object we think should be, at once to obtain the powers of a University, and to take measures for the establishment of a Law School, a Medical Department and a department for the education of professional teachers, in addition to the general Collegiate Department.

"The advantages, pecuniary, literary and moral, which such an institution would confer upon our young and rising city, are as obvious as they are numerous

and great.

66 67 The erection of the requisite buildings would at once cause the expenditure here of from \$20,000 to \$40,000, benefiting Mechanics, Merchants, Laborers, and all classes of citizens, and the buildings, tasteful and elegant as they would be, would be an ornament to the city.

Such an institution with 200, 300 or 400 students in its various departments, would cause an annual expenditure of not less than from \$30,000 to

\$50,000 among us.

Every parent who has a son, that must otherwise be sent abroad to be educated, will save from \$500 to \$1,000 by having an institution at his own door, besides all the advantages of having his son under his own eye, and enjoying all the salutary in-

fluences of the home.

- The location of such an institution here will enable many to avail themselves of its advantages who could not otherwise hope to enjoy them. Many parents will be able to educate their sons liberally at home who cannot afford to send them abroad. Our young men in Mechanical, Mercantile and other employments, who do not contemplate the prosecution of a classical education, would have an opportunity of pursuing such branches of study as they might desire. without any material interference with their occupation.
- The establishment of such an institution among us would to the commercial character of our



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city, add that literary character, which to every enlightened and liberal mind is so desirable, and would confer on it an enviable reputation throughout our own state and the whole country.

"6. It would induce an immigration of families of the best description for intellectual and moral worth, who would be attracted to the place on account of the education of their sons, and who would form a most important accession to our population.

"Such, fellow citizens, are some of the advantages which at first sight suggest themselves as about to arise to us from the establishment of a literary institution among us. What say you? Shall we make the effort necessary to secure these advantages to ourselves? The question is, we understand, in agitation already at New Albany, Jeffersonville, and perhaps other towns on the river. These towns will not be slow to perceive the advantages which its location will confer on the place where it may be established. Can not Madison in this liberal and honorable competition offer as strong inducements as any of its neighbors? It is true, we yet feel to some extent the pecuniary embarrassments of the times that have gone over us. But should a liberal and spirited movement be made, we trust that such arrangements as to time and terms of payment may be effected, as shall meet the convenience of the citizens. The citizens will be called on in reference to this subject.

" 'Madison, Ind., Dec. 13th, 1843."

"The astounding intelligence contained in this hand-bill flew like an electric shock through the little community of Hanover. There could be no doubt of the character of the document, nor of the design of the author, who was understood to be none other than the President of the College, Dr. Mac-Master. But what could be done in the three days that remained? It was resolved to send a messenger to New Albany to implore Dr. Matthews to attend the

meeting of the Board and prevent, if possible, the catastrophe. The Doctor was then, and had been for several years, President of the Board and had in it great influence. But he did not receive the message in time to take the boat on Saturday, and as the Board was to meet at ten o'clock on Monday morning, it would be impossible for him to reach here in time.

"Late in the afternoon on Friday the writer learned that Dr. MacMaster had returned home, and immediately wrote him a note, inquiring whether he had given to the citizens of Madison any encouragement to expect the removal of the College to that city? His answer was as follows:

"'I have conversed with several of the Trustees of Hanover College, residing at Madison and elsewhere, in number constituting more than a majority of the whole Board, concerning the impracticability of sustaining it here, and the propriety of removing it to that town. I had desired a conference with you on the subject, but am in doubt since receiving your note whether it will be acceptable to you.

"Signed:

"E. D. MACMASTER."

"December 18th, 1843, a memorable day for Hanover, dawned under an unclouded sky, with a bracing, frosty atmosphere, yet the members of the Board from Madison, and others who were apprised of the momentous interests involved in the decision of that meeting were punctual to the time of adjournment, although it was, at that season, inconveniently early. I will give the record of the meeting in the language of the Secretary, Dr. MacMaster:

" 'Dec. 18th, 1843, 10 o'clock A. M.

"'The Board of Trustees of Hanover College met at the College. Present, Rev. Messrs. J. F. Crowe, D. D., P. D. Gurley, W. C. Anderson, E. D. MacMaster. Hon. James Blake, Hon. W. Dunn, J. G. W. Simmall, R. Marshall, Rev. J. A. McKee, Rev. T. W. Brown, G. Logan, W. Lyle, V. King, and D. McIntyre.

"The President of the Board being absent, Hon. James Blake was called to the chair as President protempore, and the meeting was opened with prayer. The records of the last meeting were read.

"Mr. MacMaster from the committee on the state of the College presented the following report, viz:

"'To the Board of Trustees of Hanover College, the Committee on the state of the College, respectfully present the following report." (Note: The report was prepared by Dr. MacMaster at Madison, without the cooperation or knowledge of either of the members

of the committee residing at Hanover.)

"Then followed a labored argument to prove the difficulty, if not the impossibility, of sustaining the College at Hanover, and the grounds to believe that it might be sustained at Madison, inasmuch as the citizens of that place proposed, on condition that it be removed to Madison and changed into a University, to contribute in subscription and property, a sum estimated at \$20,000, together with the verbal assurances from prominent and influential persons, that the whole expense of the requisite buildings would be contributed by the citizens of that place.

"To the report were appended the following resolutions:

"'Resolved 1. That with a view to the prosecution, more advantageously and successfully of the great and important objects for which the College has been founded, and maintained, it is expedient that a larger institution, possessing the powers of a University be established at Madison, or its vicinity, or at such other place on the Ohio River, as may appear to be most eligible; and that the interests which have hitherto concurred in maintaining this College should be united with the larger institution to be established.

" 'Resolved 2. That with a view to the accomplishment of this end in the most expedient and best manner, the charter of this College be, and the same is hereby surrendered to the General Assembly of the State of Indiana. And the said Assembly is requested to take the necessary measures for dissolving the present Corporation of this College, and for making a full and final settlement of all its pecuniary business, in conformity with the statute, in such cases made and provided. And that after such settlements shall have been made, and all the debts of the corporation paid, and all legal and equitable claims fully satisfied, the remaining property of said corporation be granted and given, by the General Assembly, to the Board of Trustees of the New University hereafter to be incorporated.

" 'But the surrender of the charter of the College is on the express condition that the General Assembly of the State of Indiana shall, at its present session, establish by law, a University or College, to be located at Madison, or some other place, on or near the Ohio River within this State, whereof James Blake, John Finley Crowe, Williamson Dunn, Samuel Bigger, David Monfort, John Matthews, Victor King, Phineas D. Gurley and others, shall be appointed Trustees by the said Assembly. And that the said Assembly shall grant to the said University or College, a charter which shall be approved and accepted in behalf of the Trustees of said Institution by a committee hereinafter to be appointed; And furthermore, that after all the debts and claims against the present Corporation shall have been fully satisfied, the said General Assembly shall grant and give to the Trustees of the University or College above mentioned, as hereafter to be created, the balance which may remain of the property of the present Corporation. And this surrender shall take effect and be in force on these conditions from and after the 15th day of February next. Otherwise it shall be null and void. "Resolved 3. That James Blake, Samuel Bigger, Phineas D. Gurley, James M. Ray, and Jeremiah Sullivan be, and they are hereby appointed the Committee, provided to be appointed by the last preceding resolution, and they are hereby authorized to do all things in relation to the subject therein stated.

"Resolved 4. That the legal and proper evidence of the approval and acceptance of the Charter of the University or College to be incorporated, shall be the filing by the said committee, of the certificate of such approval and acceptance in the office of the Secretary of State.

"Resolved 5. That E. D. MacMaster and James Blake be, and they are hereby appointed to communicate a copy of these resolutions to the General Assembly of the State of Indiana at its present session."

"The report of the Committee, including the preceding resolutions, was adopted by the vote of eight of the fourteen members of the Board who were present, the President pro tem also approving the vote of the majority. We deem it, however, due to the truth and impartiality of history to state that of the eight affirmative votes, five were given by the *Madison members*, two by Dr. MacMaster and Professor Anderson of Hanover, and the other one by a member from Indianapolis who was then on the Board for the first time, having been appointed a trustee only a month or two before.

"In this summary way, and almost without debate, was the long cherished institution of the Church disposed of, only two months after the Synods of Indiana had, with entire unanimity, and with great cordiality, passed Professor Anderson's resolution pledging themselves to sustain their College with all their influence, and exhorting their churches to furnish such material aid as might be needed. In vain was a motion made to postpone the decision of the important interests involved until a full meeting of the Board could be had and a thorough discussion of the whole subject.

In vain was an appeal made to the magnanimity of the Madison members. In vain were they reminded of the ruin they were about to bring on a number of widow ladies whose earthly all was invested in Hanover property. 'The advantages, pecuniary, literary and moral, which such an institution would confer on their city,' had been represented by one in whom they had unbounded confidence as being so great and numerous that they outweighed all other considerations. The Board adjourned to meet again on the 31st Jan. 1844.

"The charter of Hanover College was surrendered just at the commencement of two weeks' recess at Christmas, and arrangements were made for opening the following term at Madison. Consequently at the close of the recess, a suitable building in the meantime having been secured, and a charter for a University at Madison having been obtained, the President and professors, (Note: Professors Hynes, Sturgus, and Eckstein were ignorant of the plan to remove the College, until it was sprung upon the unsuspecting and confiding community of Hanover. They then, though far from approving the measure, felt constrained by the circumstances with which they were surrounded to accompany the students,) and about three-fourths of the one hundred students who had been in attendance at Hanover convened at the city of Madison, and commenced operations under the imposing style of:

"Madison University.

"The exodus of the president, professors and students gave to Hanover the appearance of a deserted village. It had sprung up with the College, and was to a great extent dependent on the College, not only for prosperity, but for existence. Most of the citizens, and among them several widow ladies had invested the principal part of their means in family residences, shops, boarding houses, etc. Consequently, when the College was destroyed, they were not only thrown out

of employment but their property rendered comparatively valueless.

"A destructive fire sweeping over the little village, and reducing to ashes the dwellings of the citizens, would have been a trifling calamity compared with the loss they had sustained. Losses by fire call into exercise sympathies of friends and neighbors, and are generally soon repaired, leaving the prospects of the sufferers as fair as ever. Not so the loss of the College. Here there was less sympathy, and absolute inability to give relief.

"The day after the surrender of the charter was a gloomy day at Hanover. The feelings of the writer had been the day before wrought up almost to an agony, when he saw the fruits of his toil and solicitude ruthlessly, as it then appeared to him, destroyed, and his fondest hopes blasted. But still more painful was it now to witness the tears, and listen to the importunities of women and even strong men that he would make an effort to save them from ruin by building up

their college again.

"But what could he promise them? The Church at Hanover, of which he was the pastor, was feeble, barely able with all the aid of the College, as the President and professors were among the most liberal contributors, to give a slender support to the pastor. And now as the College was destroyed and the President and the Professors removed, the Pastor was left without the means of living, unless he should turn his attention to some other employment in connection with his pastoral labors. And in the Providence of God he seemed to be tied down to Hanover. He had donated one-half his little farm to the College, and now its removal had so far destroyed the value of the balance together with its improvements that it could not be sold at any price.

"Under these circumstances he was urged by the Session of the Church and by other friends to open a school in the deserted college edifice, and as it seemed to be the only way now open, he resolved in connection with his eldest son, a graduate of the College, to make the experiment. Consequently on the same day that the Madison University was opened in the city of Madison, the 'Hanover Classical and Mathematical school' was opened in the deserted edifice of Hanover College, and in a few weeks the number of students increased to forty, including a number who had been regular students in the College.

"In the meantime President MacMaster and the professors of Madison University found the atmosphere of the city anything but classic. Those young gentlemen who were disposed to improve their time and opportunities to the best advantage, found that the bustle and dissipation of a commercial city compared very unfavorably with the quiet and secluded village. While those who were more solicitous to gratify their appetites than to improve their minds, found in the numerous restaurants, coffee houses and other kindred establishments, every facility they could desire for accomplishing their object. And so formidable were these drawbacks on their present position that the professors became alarmed at the fearful responsibility which they had assumed in taking charge, in such a place, of the inexperienced youth committed to their care. Professor Anderson soon left, and before the close of the first short session of three months, the other professors, Hynes, Sturgus and Thomson, (Note: Samuel Harrison Thomson graduated at Hanover College in 1837, distinguished as a mathematician. He was principal of a High School at New Castle, Ky., when called by Dr. Mac-Master to a chair in the Madison University,) gave notice of their determination to do so at the close of the term.

"But a variety of circumstances, seeming to indicate the will of divine Providence, led the writer to suppose that it might be his duty to make an effort to resuscitate Hanover College. The first indication

of this kind was the revival of the Charter of Hanover Academy. When the act of the Legislature for the dissolution of Hanover College, and for the founding of Madison University was about to be passed, a clause reviving Hanover Academy was proposed as an amendment to the bill by the Hon. Stephen Lee, a member from Jefferson County, seconded by the Hon. John S. Simonson of Clark. The motion prevailed, and the original charter of 1829 incorporating Hanover Academy, was revived, granting corporate powers to John Finley Crowe and others. And as it was not only unsolicited but an unthought of favor. it seemed providential. Further expressions of deep regret at the destruction of the College, and encouragements to make an effort to revive it, were received from brethren in the ministry residing in various parts of the state. And still further, the unexpected return of one of the literary societies, the Philalathean, to Hanover, two weeks before the close of the University session.

"The subject of the return to Hanover had been mooted in the society at a regular meeting, and so general was the feeling of dissatisfaction with their circumstances and prospects that a resolution was unanimously carried to return forthwith to Hanover. Accordingly the next day the society came in a body, bringing with them in wagons, their library of sixteen hundred volumes, together with the furniture of their hall.

"Having had no intimation of any such design on the part of the students, their appearance was hailed as an indication that the Lord had not forgotten to be gracious to Hanover, especially as the society expressed a determination to have nothing more to do with the Madison University, and requested permission again to take possession of their old hall, and to hold their approaching exhibition in the College Chapel. Permission was of course granted, and the young gentlemen received with great cordiality by their Hanover friends. (Note: The College Campus and Edifice had became the property of Hanover Academy. In conformity with the Act of the Legislature, the public property of Hanover College, consisting of the College Campus, Edifice, Library and apparatus, chemical and philosophical, had been sold for the benefit of the Madison University at public auction by the commissioner appointed by the Legislature, and the Campus and College Edifice had been knocked off to the writer at \$10, no one being disposed to bid against him.)

"The mind of the writer was now satisfied that it was his duty to make an effort to recover what had been lost, the 'Church College,' and he commenced operations by securing on subscription a fund sufficient to support three professors for two years. The subscription was headed by two gentlemen in the immediate vicinity of Hanover with \$400 appended to each of their names. And in a few weeks a sum sufficient for the object was subscribed in Hanover and

its vicinity."

The contest between Crowe and MacMaster was carried into Presbytery and Synod, in both of which Dr. Crowe was unanimously supported, and Hanover endorsed as the location of the College. This action, however, did not settle the issue, for we find President Wood in his annual report to the Trustees asking for a deliverance which would effectually put an end to the discussion. Again in 1869, on the occasion of the rapprochement of the Old School and New School wings of the Presbyterian Church, there arose serious discussion of the combination of Hanover and Wabash Colleges, the matter proceeding far enough that an overture was made to Hanover to which the Trustees responded in the following resolution:

"Whereas, in consequence of the late reunion of the two branches of the Presbyterian Church, the expediency of uniting the Colleges of Hanover and Wabash has been suggested, and to some extent made the subject of conversation, tending to impair confidence and to cause dissension;

"And whereas, Hanover College had its origin in peculiar circumstances, and was founded in its present location for a special and noble purpose, and has been sustained by the persistent prayers and labors of its friends, until it has reached a degree of strength material and moral, guaranteeing its certain success, and is now growing in usefulness, and taking stronger hold upon the affections of the people;

"And whereas, it has its distinctive history, its precious memories, its peculiar field of usefulness, its accumulation of funds, the result of long years of labor and pains, its large and well-appointed building with libraries and other needful appliances, and its numerous alumni scattered over this country and some of

them in other countries;

"And whereas, its permanent location at Hanover has been settled again and again by vote of the Synods, and the attempt to change this decision would most certainly lead to strife and to painful and hurtful alienations, to the reproach and injury of Christ's cause;

"Therefore, Resolved 1st. That it is the purpose of this Board to sustain and perpetuate this institu-

tion in its present location forever.

"Resolved 2nd. That the agitation of the question of a change of location would, in the circumstances, be injurious to the College and hurtful to the interests of the Church and ought not to be encouraged."

Again in 1873 a very attractive proposition was received from citizens of Indianapolis looking to the removal of the College to a site in the environs of that city, and containing guarantees which assured the perpetuity of the name, charter rights and privileges with an endowment and equipment far beyond the

dreams of the Trustees. Professor Garritt records this episode as follows:

"A proposition was received from Messrs. Johnson and Holmes of Carter's Station, near Indianapolis, to remove the College to that place, these gentle-

men making the following proposals:

"Mr. Johnson offers three quarter sections of land, located near the corporate city of Indianapolis, to found a University at Carter's Station, to be called Johnson University. The estimated value of the land is \$600,000. One-half he proposes to give to Hanover College, on condition of removal to this station, and taking with it there as much of its present property as the law will allow. He further offers a campus of 100 acres near the station on which the buildings are to be erected. In addition, Mr. Holmes and others offer \$40,000 in cash toward the building fund. All the chartered rights of the College are to remain intact.

"The Board held a meeting at Indianapolis, August 27, 1873, the Faculty being invited to be present, to hear the proposition and to look over the ground. Carriages were provided to carry the guests to said Carter's Station, and they had an enjoyable ride, and found the new site for the college very suitable and beautiful. The Board decided to consider the proposition very carefully, and appointed committees to examine all the questions that could arise in such a transfer, especially in its legal aspects, and as to the amount of funds that could be removed to Indianapolis, and adjourned to meet at Madison September 24.

"At the adjourned meeting eighteen members were present, together with a committee to represent the views of the citizens of Indianapolis. The proposition was discussed till midnight. It was found that the charter established the College at Hanover, that new legislation would be needed to make the transfer, and that a large part of the endowment could not be transferred to the new University. However, the following

resolution was offered:

"Resolved, that the proposition of Mr. Johnson be accepted, on condition that the citizens of Indianapolis furnish by subscription a sum equal to the cost of erecting buildings on the new site equal in value to the buildings on the present one, provided the necessary legislation can be had, and that there are no legal difficulties in the way."

"Every member was asked to express his views, and Rev. Dr. Edson presented the views expressed at a meeting of the citizens of Indianapolis, and made an earnest plea in favor of acceptance of Mr. Johnson's proposition. Another paper was read expressing the judgment of well known gentlemen of the Capital city, stating that in their judgment the value of the property proposed to be donated was not overestimated. The vote was then taken, and five votes were cast in favor of the resolution, while thirteen were opposed.

"The Board of Trustees was not insensible to the advantages that the vicinity to a large and growing city would afford to the College, but yet they felt that the loss which would be sustained in the forfeiture of funds, and prestige in the accumulated college traditions and spirit of forty years' life at Hanover, also the beautiful and inspiring scenery, and in the greater distance from other colleges in the state, was too great to justify the change.

"When the vote was taken, the Board of Trustees appointed a committee to convey to Mr. Johnson their appreciation of his munificent offer, and entered the following minutes on its records:

"The Board of Trustees of Hanover College, while feeling compelled to decline the proposition of Mr. James Johnson, because of the claims of Christian education in southern Indiana, and for other reasons, yet desire to express:

"1. Their high appreciation of the generous offer of Mr. Johnson, of the liberal spirit he has manifested,

and the gentlemanly courtesy with which he has treated the Board.

- "2. Their hope that God may direct him in the final disposition of the noble estate which he proposes to bestow upon some benevolent foundation.
- "3. Their prayer that the divine blessing may ever attend him and those who are dear to him.
- "4. The thanks of the Board to W. C. Holmes and other citizens of Indianapolis for the liberal support they have given to the proposition of Mr. Johnson, and the high estimate they have given of Hanover College as an institution of learning."

Four other overtures have been received, one proposing an alliance of Hanover and Wabash, in which the former would become a school for women, the two institutions pooling their influence and dividing the patronage between them. This suggestion got no further than a visit of an official of Wabash to Hanover, who laid the matter before the President. During the present administration the President has been approached three times with as many proposals to move the College from Hanover, one to Indianapolis. one to a smaller city west of Indianapolis, and one to a more prominent city in southern Indiana. The answer in each case was that Hanover is a thing of tradition and spirit, not of plant and endowments; that it is so vitally rooted in the associations of this place that it can not be moved; that it might be destroyed to make place for another new institution at some other place in the state, but not moved. These proposals were not permitted to reach the Board officially. One interesting feature of these recent proposals was the intimation that the Roman Catholic Church was ready to take over the plant in case of removal of the College elsewhere.

Four reasons have been advanced in all of the discussions of the relocation of the College. First, Presbyterianism is much stronger in the central and northern sections of the state; second, these sections are far wealthier than the southeastern part of the state; third, the greater density of population of the central and northern counties would produce a large attendance; fourth, the inaccessibility of Hanover. The first three reasons must be admitted. The fourth no longer holds since the automobile has come into vogue. all four arguments are of minor significance. factor of primary importance in determining the success of a college is the quality of service it renders. The institution which satisfies a conscious need of society in an acceptable manner will assure both endowment and students.

The location of Hanover on the edge of the state has not at all meant the isolation of the institution from the practical affairs of Indiana. Prior to the Civil War the state drew the better part of its leadership from the "river counties," particularly those in the southeastern section. Directly and indirectly the College has made a large contribution through these leaders to the development of the political, religious, intellectual and social life of Indiana. During these one hundred years, thousands of students, the vast majority from this state and representing all parts of it, have studied in Hanover College, and carried back into the life stream of the state the academic, spiritual and civic ideals which the institution has through these long years sedulously inculcated in all who have passed through its halls.

CHAPTER VII

THE FINANCIAL STRUGGLE FOR EXISTENCE

For a good part of its first century, Hanover College has had a financial struggle for existence which affords ample evidence of the efficacy of prayer, and of the heroism of the Faculty. It reveals also a rare patience and faith on the part of the Trustees. Many times it was proposed to close the doors, sometimes for an indefinite period, and again permanently, but always faith in the ultimate outcome came to the defense of the College. Modern college professors have small conception of the trials of their predecessors. Dr. Garritt tells us in his memoirs that "For several years thereafter, (1851) notwithstanding the \$100,000 endowment fund, the Faculty was on short rations, sometimes not receiving more than \$300 per year of their salaries, and at no time before 1872 receiving them in full and promptly." In August, 1858, the College was in arrears in the payment of professors' salaries as follows:

I. To those still in service: Dr. Crowe

	Prof. Thompson
	Prof. King 820.87
	Prof. Garritt
	Prof. Sturgis
II.	To persons who had left the Faculty:
	Dr. Thomas \$ 727.61
	Prof. Stone
	H R Lott 911 22

\$2,840,30

Bishop Edwards											
Total										ф.	12 006 02

In order to appreciate the predicament of the professors, the reader must recall that salaries were five and six hundred dollars per year. President Scovel was much praised by the Trustees and the public for always closing the fiscal year with the budget balanced. The record of the annual Board meeting in 1847 states that the Trustees were gratified with Dr. Scovel's report as Treasurer, presenting receipts in full from all members of the Faculty for their salaries and naively explaining that he was able to do so because he induced Professor Thompson and Dr. Crowe to relinquish a part of their salaries: Professor Sturgis to accept a "\$500 negotiable scholarship" for cash on his \$500 salary: and Professor Knox to receipt in full his \$500 salary for \$100 in cash and credit for \$400 on his subscription to the New Endowment fund. The communication of the "President and Faculty of Hanover College" to the Trustees October 1, 1861, is apropos: "The President states to the Trustees that since the last meeting of the Board an eastern friend has made a donation of \$600 toward paying his salary for the current year. II. The Faculty at its meeting last week agreed to the following proposition, viz: In view of the extraordinary pecuniary pressure growing out of the state of the country, the Faculty of the College will purchase and pay from their salaries for the current year the following sums in the form of scholarships:

Dr. Wood	.\$400.00 in 2 scholarships
Prof. Thompson	\$200.00 in 1 scholarship
Prof. Sturgis	\$200.00 in 1 scholarship
Prof. Garritt	

Dr. Scott will relinquish \$100 from last year's salary."

Thus, for forty-five years the College disposed of its deficits in large part by passing them on to the Faculty. Since 1872, however, no professor has failed to receive his appointed salary, grievously small though it may be, promptly and in full.

In order to keep faith with its Faculty the Trustees have on numerous occasions been driven to the hazardous expedient of "borrowing" from permanent funds, and as often to borrowing to the limit of its credit from individuals and local banks. But once did the credit of the College fail. In 1878 the Treasurer was unable to borrow \$5,000 at 8% interest on a mortgage of plant assets. The funds for completing Classic Hall were borrowed at 10% interest. At the meeting of the Board after the refusal of the banks to extend further credits the following resolution was offered by Mr. John H. Holliday, and defeated by a vote of one:

"Resolved, That Hanover College be suspended for an indefinite period until its financial condition shall have recuperated so that it may be opened as a first class institution upon a self-sustaining basis." It should be added that, since that day, Mr. Holliday gave more money to Hanover than has been given by any other individual.

Other methods employed to make up the deficits included what in the "circuit rider" churches was called "passing the hat" in the Board meetings. Many thousands of dollars, first and last, have been paid into the contingent fund by the Trustees in order to save the reputation of the institution. Churches and individuals were solicited to contribute to "clearing off the debt." In 1879 a horizontal twenty-five per cent. reduction of salaries was adopted as a means

of recouping the treasury. Permanent funds have not been used for meeting the current expenses very seriously. Rather, they have been invaded to meet emergencies in the building program, and even then have been fairly replaced subsequently except once or twice. Between 1846 and 1866 the permanent fund was quite regularly invaded. With reference to this practice Dr. Wood makes the following statement in his annual report of 1866:

"In a strict business point of view this is admitted not to be wise and prudent. But in carrying on the College under existing circumstances, some small latitude must be given for a time in managing its financial affairs, until its resources are more ample; or the institution must be suspended. The Treasurer has not acted recklessly in this matter, but with due consideration and generally after counsel with one or more members of the Executive Committee, and as opportunity offered, with other members of the Board. Our liberal and fast friend of the College, William Lapsley, has also been repeatedly consulted on this subject.

"At a meeting of the Board six and one-half years ago, (the second meeting that I attended), one of the Trustees, an energetic and prosperous business man, proposed and advocated the measure of making available immediately, as far as could be done, all the assets of the College, and with them free the Institution from debt. If anything was left to enable the Board to carry on the College, then carry it on; and if not, wind up the Institution. This, he insisted, was the only businesslike way, and indeed, the only honest way of proceeding. And so earnest were his convictions of the propriety and wisdom of this measure that he did not attend another meeting of the Board, because his plan was not adopted. Since that time another trustee advanced the opinion that the College should be managed with as much economy as practicable, by using for that purpose any fund which could be collected, to pay debts and current expenses, and when all the funds should be used up, then if the Churches should refuse to sustain the Institution any longer, bring it to a close. Neither of these courses has been pursued. Money belonging to the Permanent Fund has been applied to the payment of debts when the non-payment of these debts would involve serious pecuniary loss or discredit, and occasionally to the payment of other current expenses without which the College could not be carried on."

During the administration of Dr. Heckman the following resolutions were adopted:

"(1). That all moneys now in the Treasurer's hands, and bills receivable now in his hands, belonging to the College General Funds, and not otherwise specifically appropriated, including the funds from the sale of real estate lately made at New Albany, be and the same are hereby appropriated to the payment of

the debts of the College, and

"The Treasurer shall also apply to the payment of said debts, any money not donated for special purposes, coming into his hands, as fast as possible, until all debts are entirely paid; and to extinguish said debts at as early a day as possible, the Treasurer is authorized to borrow of the Permanent Fund of the College, a sum sufficient to pay said debts, taking therefor the note or notes of the Board signed by the President and Secretary; and the Trustees for the payment of said notes and interest thereon, hereby pledge all moneys devised to the College for general purposes, which may hereafter come to the Board from past or future devises, and all other funds coming into the Treasury of the College and not donated or granted to be used for some specific purpose.

"2. That the officers and Executive Committee of the Board be, and they are hereby prohibited from contracting any debts in behalf of the College, beyond the money in hand to meet and satisfy the same at the time of entering into contract."

Since the World War a considerable overdraft in the contingent fund, occasioned chiefly in a necessary building program and to increase the salaries to meet conditions imposed in connection with an endowment campaign, was taken care of by borrowing from the General (undesignated) Endowment. This has largely been replaced.

The College has four sources of income: (1) Fees of various kinds paid by students; (2) Interest derived from invested funds and rents produced by real estate; (3) Contributions to cover current expenses by churches and individuals; (4) Aid by the Presbyterian Board of Education and the General Education Board and similar agencies. The table below shows the rates which have been charged for tuition and other purposes at different periods:

Student Fees Per Year.

PERIOD	TUITION	CONTINGENT	LIBRARY, GYM, ETC.
1830-1833	\$15.00	\$	\$
1833-1836	20.00		
1836-1839	25.00		
1839-1841	30.00		
1841-1845	20.00		
1845-1849	*25.00		• •
1849-1850	25.00	1.00	
1850-1860	30.00		
1860-1867	30.00	5.00	
1867-1868	30.00	10.00	
1868-1871	Free	10.00	• •
1871-1873	\mathbf{Free}	15.00	1.00
1873-1880	\mathbf{Free}	10.00	1.00
1880-1885	\mathbf{Free}	15.00	1.50
1885-1887	\mathbf{Free}	15.00	1.00
1887-1895	\mathbf{Free}	15.00	3.00
1895-1905	\mathbf{Free}	15.00	6.00

^{*}German and French extra.

1905-1909	Free	15.00	9.00
1909-1914	Free	30.00	9.00
1914-1920	Free	45.00	• •
1920-1924	\mathbf{Free}	75.00	
1924-1927	\mathbf{Free}	100.00	

There have been correspondingly modest fees for instruction in music and laboratory fees which cover the materials used and depreciation of equipment. There is a question whether the student bears an equitable proportion of his education. At all times it has been the policy of Hanover to make the rates low enough that no worthwhile student of moderate means would be excluded. It is a principle of democracy in education that student fees shall not be prohibitive, but in recent years the conviction has grown that the rates should be increased and ample provision made for easy loans to students in need of consideration. In 1818-19 the income of fifty "average colleges" was derived as follows:

From Student Fees	39	per cent.
Endowment	30	per cent.
Annual Gifts	31	per cent.

With this as a standard it is interesting to discover the percentage of the cost of his education which the Hanover student has paid:

Period.	O T
1832	30 (Estimated)
1848	
1860	18
1877	10
1900	
1926	

The history of the endowment of the College begins

with the administration of President Scovel. The following statements taken from the annual reports of the treasurers will portray the progress that has been made:

1835	
Plant Assets\$15,00	0.00
Productive Endowment Non	ne
Indebtedness\$ 4,95	5.40

March 29, 1842.

Dr. MacMaster's Statement of Assets.

Plant Assets		\$	14,400.00
Scholarship	Subscriptions .		12,300.00

Total Assets Indebtedness	\$26,700.00 13,724.55
Balance	 \$12,975.45

May 1, 1844.

College reopened at Hanover. Assets, Old Building and Campus, some years later deeded to Church to pay debt.

Statement of Contingent Fund, August 17, 1848.

1. Income for the session:

Tuition	\$	424.50
Scholarships,	Interest and	
Donations .		629.00

\$1,053.50

1.22	Z THE HISTORY OF HANOVER COLLEGE	r.C.
2.	Expenses: Salaries	
		\$1,589.05
	Deficit	\$ 535.55
	Statement August, 1858.	
1.	Assets:	
	Cash on hand\$ 100.00 Mortgage securities 3,378.88 Student notes 245.50 Overdue interest on Sub-	
	scription notes 7,226.23 Plant assets 57,154.29	
		\$68,108.90
2.	Liabilities:	
	Building debts\$30,959.33	
	Due on back salaries 12,006.02	
	Due agent 998.60	
		\$43,963.95
	Balance	\$24,144.95
	Of the net assets of \$24,144.95 in the a	

Of the net assets of \$24,144.95 in the above statement, \$16,797.13 represents money borrowed from the Permanent Fund and applied on building of Classic Hall. In the report from which the above statement is drawn the Permanent Fund is represented as amounting to \$101,371.75, and consisting of:

Cash												100.00
Mortgage loans	٠	 ۰	٠		 	٠	 			۰	۰	3,378.88

Used for building Used for current expenses	
Unsecured interest-bearing Subscription	
notes	76,200.28

\$101,371.75

As a matter of fact much of the principal and interest on the subscription notes was never paid.

In 1862 the endowment of the College was reported to be \$122,523 and included:

Treasurer's Statement, 1867.

1. Assets:

College plant\$	41,329.60
Real estate	24,596.83
Government bonds	14,050.00
Stocks	250.00
Mortgage loans	4,701.91
Cash	108.87
Unpaid subscription notes	34,297.40
"President's Fund" notes	23,015.00

\$154,349.61

2. Liabilities: Not stated, but the following year \$5,000 of the undesignated money from the estate of George King of Franklin, was applied on the indebtedness of the College.

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124 The History of Hanover College
Statement of Active Assets, 1873. 1. Mortgage loans \$25,802.00 2. Bonds 44,700.00 3. Uninvested cash 4,913.29 4. Subscription notes (interest bearing) 7,300.00
\$82,715.29
In 1879 the total active assets were \$68,428.96, of which only \$1,450 was in the form of interest-bearing subscription notes.
Statement of Assets, 1907.
Cash and securities \$177,303.00 Real estate 3,930.50 Plant assets 131,157.62
\$312,391.12
Liabilities: None. Budget for the year 1906-07\$ 13,295.76
Statement of Assets, 1912.
Securities and cash in hands of Treasurer, \$188,792.22
Income producing property 31,400.00
Plant assets
Total Assets\$376,392.22
Liabilities: None. Budget for the year 1911-12 \$ 17,664.09
Statement of Assets, June 1, 1926. 1. Assets: Securities and cash\$556,688.71

	Bonds held in trust for College 10,000.00 Income producing real	
	estate 92,050.00	
	Live Assets	\$658,738.71
	Plant Assets	233,160.00
	Materials and supplies.	2,819.55
	Total Assets	\$894,718.26
2.	Liabilities: None.	•
	Budget for year 1925-26\$73,774.03	

Fifteen large contributions have been designated for the endowment of particular chairs. The donor, date of gift and amount at present to the credit of each of these foundations, are shown in the table below:

DESIGNATED ENDOWMENTS

1. 2.	DESIGNATION DONOR "Alumni Professorship"Alumni Holliday Professorship		AMOUNT \$ 6,260.00
óri o	in PhilosophyRev. William A. Holliday	1860	20,000.00
3.	The Ayres Professorship in ChemistryMrs. Mary R. Lapsley,	2000	20,000100
	Silas C. Day	1871	20,000.00
4.	The Crowe Foundation, (President's Fund)Many Givers	1873	21,600.00
5.	The King Professorship		
	in GreekMr. John King	1873	12,000.00
6.	Silas C. Day Professorship in MathematicsMrs. Mary R. Lapsley	1878	20,000.00
7.	The Mary Edward Hamilton	1010	20,000.00
	LanguagesMrs. Sallie Donnell	1885	20,000.00
8,	The James A. and Sophronia R. McKee Professorship in		
9.	English LiteratureRev. James A. McKee The Ezra DeWolfe and John	1887	22,500.00
0.	Charlton Clarke Professor-		
10.		1892	19,045.17
11.	in Physics	1897	20,000.00
11.	ship in English BiblePresbyterian Board		
	of Education,		
	Mrs. C. H. McCormick		
	and Alumni	1917 1918	30,168.91 35,000.00
12.	The Holliday FundMr. John H. Holliday The Wiley-Maxwell Chair	1919	35,000.00
13.	of BiologyDr. Harvey W. Wiley	1920	25,000.00
14.	The McCaslin Professorship	1920	30,000.00
15.	in EducationMrs. William McCaslin Chair of Religious	1940	30,000.00
20,	LeadershipPresbytery of		
	New Albany	1920	25,000.00

In addition to the foregoing, Mr. P. E. Goodrich has provided for an endowment of \$25,000 for a Chair of Home Economics in memory of his mother. This endowment is more than half paid into the Treasury. Mr. Goodrich has also recently endowed the John B. Goodrich Oratorical Prize with \$1,000.

Other similar endowments are:

The Eli Mace Essay Prize, Dr. Wm. H. Mace, \$ 500.00
The Dr. E. P. Hamilton Essay Prize, by his
children 1,000.00
The Charles Lathrop Pack Essay Prize 1,000.00
The Camelia Donnell Rotary Loan Fund 4,000.00
The Joseph W. Evans Rotary Loan Fund 1,000.00
The A. H. Young Rotary Loan Fund 3,000.00
First Presbyterian and Tabernacle Churches,
Indianapolis, Rotary Loan Fund 1,000.00

Within the last seven years the Synod of Indiana has designated to and paid more than \$50,000 to the Permanent Endowment of the College. The largest single contribution received by Hanover during the century is \$150,000, given by the General Education Board of New York, popularly known as the Rockefeller Board. The College has not been a very considerable beneficiary of the Presbyterian Board of Christian Education. President Scovel secured some \$500 per year during his administration. Similar small appropriations were made for a few years. An appropriation of \$2,000 per year was paid to the College during two years of war time emergency. The Board of Education set aside and holds perpetually \$10,000 of a trust fund for endowment of the Bible Chair, the Board thus acting as the agent of the College in order to comply with the conditions of the trust.

The financial history of Hanover College is evi-

dence of a rugged constitution and a stout heart. It approaches the second century with far easier conditions, but with no possibility of the self-forgetting patience and fortitude of the fathers who laid the foundations.

CHAPTER VIII

THE PLANT.

Much of the story of the original plant has already been told in earlier chapters. The first campus, three acres in all, comprised all the grounds now occupied by the Hanover Presbyterian Church and the residence property immediately east. This land was given by Williamson Dunn. As previously related, the first structure on these grounds was a small two-story brick building twenty-five feet north and south, and forty feet east and west, so placed as to form an "L" of the "College Edifice," erected later. This first building was constructed especially to accommodate the Theological Seminary, all of the work of which was done by two professors. The classes of the "Literary department," as the Academy, and later the College, was sometimes known, were taught in the stone church which then stood where the public schoolhouse now stands, in the midst of the village cemetery of that day. These funereal surroundings did not entirely quench the animal spirits of the students of that day, if we may judge from the records of the Faculty meetings. John Barleycorn seems to have been a frequent visitor among the gravestones.

But this was not for long. In 1832 the Board, notwithstanding its treasury was empty, ordered the erection of a main building, forty feet by one hundred feet, and three stories high. The present church house was secured by reconstructing this "edifice" after the College was moved to the present campus. This first "main building" must have been imposing in its setting among the native oaks of the new state when first occupied in 1833. It contained a chapel, four recitation rooms, two of which with the chapel occupied the entire first floor; two library rooms and literary society rooms (on the second floor), and thirty-two "dormitories, calculated to accommodate two students each." The total cost of the building is not recorded. The catalogue of 1832-33 assures us that, "The College edifice, 40 by 100 feet, and three stories high, together with all the other public buildings, has gone up without the aid of alcohol," a fact which suggests one reason why John Finley Crowe was not popular in his former field of labor. When the new charter was received from the Legislature, "The Faculty at once consented to gratify the students in giving vent to their patriotic feelings by a brilliant illumination of the College Edifice. It was indeed a magnificent sight. The flood of light pouring from the one hundred windows of the tall edifice, contrasted charmingly with the dark background of the surrounding forest."

In rapid order followed a number of smaller buildings and residences to house the Seminary professors and the Manual Labor department. In a "Report of the Conditions and Prospects of South Hanover College," published in the catalogue in February, 1834, the property of the College was described as follows:

"1. A college campus of three acres on which is erected a brick edifice, 40 by 100 feet, three stories high; with a wing 25 by 40 feet, two stories high, furnishing a chapel, five recitation rooms, two library rooms, a hall for one of the literary societies,

and thirty-two dormitories, suited to the accommodation of two students each.

- "2. A brick boarding house, 40 by 46 feet, furnishing a large dining hall, accommodations for the steward, and twelve dormitories. Connected with this building is a frame stable, smokehouse, etc.
- "3. Ten separate frame dormitories, accommodating two students each.
- "4. A carpenter's shop, 20 by 40 feet, two stories high, a cooper shop, 25 by 48 feet, one story high; and a wagon maker's shop, 20 feet square. The first two buildings are framed, the other of logs.
- "5. A professor's house, 28 by 46 feet, two stories high. This building is brick.
- "6. Farming utensils, and a farm of 150 acres: about 20 of which are in cultivation. The land is estimated at \$20 per acre.
- "7. In the lower story of the carpenter's shop is established a chair factory. The shops are furnished with tools. The whole is estimated at \$15,000.00.
- "In addition to this, they have a library containing about 2,000 volumes, and a chemical and philosophical apparatus."

Against this property there was an indebtedness of \$4,955, and by 1844 all had been sold except the main building and campus to liquidate the accumulated debt. In 1843 the remainder of the property in the hands of the Trustees was sold at public auction in closing out the business of the old corporation preparatory to removal to Madison. The "College Edifice" and campus were bid in by Dr. Crowe at ten dollars, no one having the heart to bid against him. With the restoration of the College, the property was returned to the Trustees, and again occupied until Classic Hall was ready. In 1859 it was deeded to the Hanover Presbyterian Church in final settlement of an account

which had stood since 1837, with the reservation of the right of the College to have the use of the building at any time for public functions.

The first step taken toward the present plant was the amendment of the charter to read, "in or near the village of Hanover," in order that the Trustees might legally acquire the present site, which has always been outside the corporate limits of the village. mittee was appointed comprising President Thomas, Williamson Dunn and Wm. McKee Dunn, to "accept a contract for what is known as the Campbell Farm, and to consummate the same," Dr. Thomas having already secured an option. The consideration was The farm contains approximately two hundred acres overlooking the Ohio River, about one-half of this land being table land, and the other half consisting of rugged bluffs, hillsides and ravines, which have been permitted to remain in their native condition, partly for their wild beauty, and partly for their scientific value as sources of geological and biological material. No region in all the country is richer in its variety of plant and bird life, and geological students come from the universities to study the formations on the edge of the campus. And no other tract, of equal size, has so many varieties of native American trees. Professor Garritt reports that, "It was proposed to retain the entire farm, to lay off lots upon which the Board may hereafter build houses for their professors, together with lots for a botanical garden, and for ornamental purposes." The entire farm has been retained, a number of houses for professors have been provided, but the botanical garden is not yet realized. Professor Garritt also says, "This general action was surely an exhibition of faith, hope and confidence in the future of the College, worthy of admiration, for as yet there was not a dollar provided

for the erection of the College building, nor even one

for the purchase of the farm."

The second acquisition of ground has already been referred to in connection with the administration of Dr. Wood. In 1862 he purchased all the ground owned by the College west of the line marked by Morse Lane, for the sum of \$525 and donated it to the institution. The many hundreds of students who have grown up in the halls and classrooms of Old Classic will enjoy Dr. Garritt's rather lengthy account of the trials and tribulations of its builders.

"In accordance with the resolution of the Board. Dr. Thomas went to Philadelphia and to New York in the fall of 1851 and saw many of the pastors of prominent churches in those cities, obtained a commendation of the cause from Dr. Potts, Dr. Spring, Dr. Krebbs, Dr. J. W. Alexander and others; put forth an appeal to the Eastern Christians in behalf of the College and its needs, and with the help of Mr. Eastman, the agent succeeded in raising about six thousand dollars. In hopes of soon being able to begin the building, the executive committee of the Board, viz, Dr. Thomas, Revs. T. S. Crowe, J. C. Eastman, Judge Williamson Dunn and John L. Scott, Esq., with the addition of Wm. M. Dunn, James Blake and Rev. J. G. Monfort were 'constituted a Building Committee to have charge of the whole subject of a new building.'

"At a meeting of the Board in April, 1852, by a resolution, 'the Building Committee was directed at as early a day as practicable, to determine upon a plan for a College Building, and to have such part of the work as in their judgment, the prospect of funds may justify, put under contract by the first day of June

next.' (1852.)

"At the same time 'the Executive Committee was instructed to lay out the College lands into lots and to expose the same to sale as soon as in their judgment it can be done with advantage to the College."

"In accordance with the above resolution, the Executive Committee entered into a contract with Messrs. Cochran and Pattie, a responsible firm of architects of Madison, Indiana. The plans for the new building which were adopted, according to the estimates of the architects, called for an expenditure of \$16,000 or \$18,000. As the above mentioned amount of \$6,000 obtained in the East was not a sufficient amount of money on hand, the agent, Mr. Eastman, was directed to cease for a time his efforts for the Endowment Fund and to 'devote himself under the direction of the Executive Committee to raising funds and subscriptions for the Building Fund.' The Board also directed their agent to sell 'temporary scholarships,' i. e. for a donation or subscription bearing interest, of \$50, to promise tuition for five years, and for \$100 tuition for ten years. The efforts of the agent were in a measure successful, and he was able to report at a meeting of the Board in January, 1853, that something over \$3,000 had been subscribed since their last meeting.'

"With faith that the farther prosecution of the agency would prove so successful as to justify going forward with the work, 'the Executive Committee was directed to make arrangements for the laying of the cornerstone of the College Edifice.' There is no record of any exercises on that occasion, nor is it known what they were, nor certainly that any were held. Ground, however, was broken for the new building in the spring of 1853, and the basement story was put up of stone quarried within a stone's throw from the

spot.

"The Board also at its January meeting in 1853 authorized the Executive Committee to borrow such an amount not exceeding \$5,000, as 'may be necessary to put the building under contract,' and also to secure additional agencies for raising funds if necessary. The \$5,000 were borrowed from the State Sinking Fund, and a mortgage was given upon the College to secure it. It was not until 1867 that the Board suc-

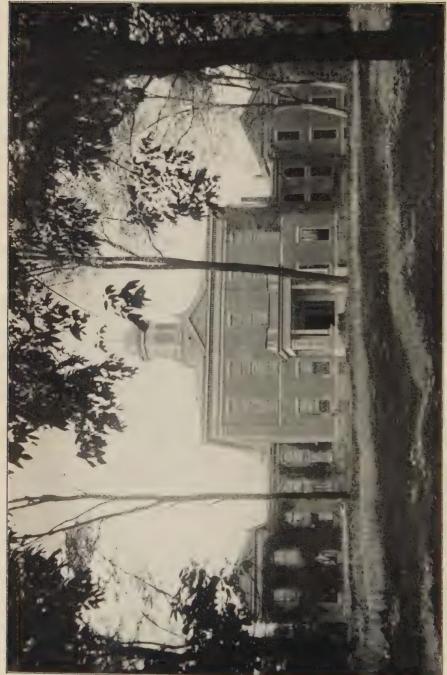
ceeded in paying this loan in full. The borrowing of it was made necessary by the failure of the Synod of Indiana to redeem a pledge made to the College. After the return of Dr. Thomas from the East with the \$6,000 above mentioned, the 'Board reported to the Synod of Indiana, which met at Franklin, the progress of the College, the state of the funds, and asked advice; whether they should suspend operations, or depending on the liberality of the churches, go forward.' The unanimous vote of the Synod was: 'Go Forward,' pledging at the same time their churches for \$15,000 during the year. This pledge was not, however, redeemed.

"The work on the building, was, in accordance with the action of the Synod, carried in the faith of promises made, and of the interest of the churches of Indiana in the enterprise. Before the work had progressed far, however, it became apparent that 'though the plan of the architects was strictly followed, the cost of the building would be at least double the original estimate.'

"In April of 1854 the work had progressed to such an extent that the Literary Societies, with the consent of the Board, agreed upon their respective Halls and Library rooms. At the same time the President of the Board, Dr. Crowe, and the President of the College, Dr. Thomas 'were appointed a Committee to make any preparations necessary for services connected with the dedication of the College Edifice.' This was somewhat premature, as the funds were not coming in as expected, and the work progressed but slowly.

'In August the Board decided to secure another loan of \$5,000, if possible, and to turn whatever real estate had come into their hands into available funds. This loan does not seem to have been secured, and in the spring of 1855 the Board resolved to suspend work on the college building on terms which should be satisfactory to the contractors. This was done in order to give all attention to the raising of the Endowment





CLASSIC HALL, 1857.

Fund for the relief of the professors. How long the

work was suspended is not known.

"To add to the difficulties of the situation, the crops of 1855 were 'almost an entire failure, and the agent of the College had very little success, either in obtaining new subscriptions or in collecting old ones, although by a special resolution in this crisis. Mr. James Blake, of Indianapolis, was asked to unite his efforts with the agent in whatever way he might think best, in order to relieve the College from its embarrass-In this emergency the Board entered upon the expedient, (the wisdom of which is doubtful), of loaning the endowment fund to the building fund, expecting the collections for the latter fund to furnish the means to pay the interest regularly upon the amount borrowed, and ultimately to refund the prin-The following resolution will clearly show the animus of the Board. 'Resolved, that hereafter the Treasurer pay annually to the Contingent Fund from the Building Fund interest on all monies borrowed from the Permanent Fund.'

"As the building neared completion, moreover, the contractors, Messrs. Cochrane and Pattie, of Madison, felt themselves compelled to levy upon other amounts of the endowment fund for their pay. As the law recognized no distinction between the various funds of the College, several thousands of dollars of that fund were thus absorbed. That the Board absolved Messrs. Cochrane and Pattie from any charge of harsh measures in the procedure is evident from the following resolution passed shortly before, in April, 1855:

"'Resolved, that the Board deem it due to Messrs. Cochrane and Pattie to express to them the grateful sense which they entertain of the forbearance which they have exercised toward the Board in its pecuniary embarrassments, and the purpose of the Board, as speedily as possible to pay what is due them.' And a few months later the Executive Committee was directed to effect an arrangement with them by which

work on the College Edifice might go on to completion, if possible, and they were authorized to settle with them.

"The College Building thus cost nearly \$43,000, of which over \$27,000 was obtained in various ways from the Endowment Fund, to the great distress of the Faculty, and almost of the College. The building was finally completed in 1856, and was occupied for college purposes in the fall of 1857 with appropriate exercises.

"Whether the action of the Board in reference to the erection of the New College Building, and the use of the Endowment Fund was wise and justified or not, is a question which the writer does not feel called upon to discuss: and it has received different answers. Certainly we must admit the honesty of the purpose of the Board, which was indicated by a resolution adopted in April, 1856, directing the Treasurer to secure a policy of insurance upon the College Edifice to the amount of \$10,000 'in order to the greater security of the Permanent Fund, loaned to the Building Fund." We must also admit and admire the zeal for Education and for the glory of God of those who inaugurated and carried through those plans; and must not forget the almost insuperable difficulties which had to be met and overcome. It is also to be noted, too, that the wisest business men obtainable, were upon the Board of Trustees.

"In any case we rejoice now in the possession of a noble College Building, commodious, substantial, and excellently suited for the purpose for which it was built."

During the administration of President Fisher, Classic Hall was remodeled at a cost of some tenthousand dollars by the Moffett family of Madison. Prior to that time Donnell Chapel had been completed through the generosity of Mrs. Sallie Donnell. Recently minor changes have been made in the way of

new heating and sanitary equipment.

The "Y. M. C. A. Building," the chapel in which the Christian Associations hold their services, was erected in 1883, at a modest cost. The funds were secured for the most part by student solicitation. This building has the distinction of being the first campus structure of its kind in the world.

The College Point House, the dormitory for young women, was erected during the administration of Dr. Fisher. It did not prove a profitable venture, until it was renovated in 1908, steam heat and sanitary equipment installed, and refurnished. Since then it has been filled to capacity. In 1921 an addition doubling the capacity and containing a large dining hall was added.

In order to correct a misconception of the history of the Observatory we quote from Dr. Fisher's *Human Life*:

"The Observatory, with its excellent telescope and other equipment, is the fruit in some measure of a sort of accident. A gentleman, living not far away, was an amateur astronomer and for his own gratification he had procured a telescope sufficient for his purposes. At his death it became necessary for his executor to dispose of the instrument, and as the sum required to purchase it was not large, we of the college thought it a good opportunity to secure this as an addition to our scientific outfit. We supposed that we had gone so far toward bargaining for it, that all we vet needed to do was to arrange satisfactorily for payment; but at that stage of the proceedings we learned that a friend of another college had bought it for that institution. We regarded ourselves as badly treated, but after remonstrating with the proper persons, we dropped the matter. Our treatment put us on our mettle, and we went to work and raised enough money to enable us to have a first-class instrument of good size built by one of the best firms in the United States, and to erect the observatory in which it is housed. Thus we converted our defeat into a triumph."

We also let Dr. Fisher tell the story of the Old Science Hall and of Hendricks Library:

"Science Hall (1897) was the realization of long deferred hopes. Our equipment for the study of the physical sciences was pitifully small. The strange thing in connection with this is that the College had nevertheless sent out as graduates such men as Dr. John M. Coulter, now the head of the Biological department of Chicago University, and Dr. Harvey W. Wiley, head of the Bureau of Chemistry at Washington, and others almost as eminent in the physical sciences. This is only another illustration of the fact so often exemplified, that it is not great laboratories. so much as the superior guidance by teachers and intelligent interest on the part of the pupils, that start students in this field on the road to high achievement. Yet it is one thing to hold to this conviction, and it is quite another to win or retain students, with nothing to put at the command of the professor and of them. save an old, dark, badly ventilated room in the basement of the 'Main Building.' The Board, at my earnest and repeated solicitation, decided to try to raise enough money to erect a good Science Hall. For this it was necessary to send out an agent, and on my recommendation, Rev. Alexander Dunn was chosen. To this singularly self-sacrificing man the College owes a debt of gratitude which it can never adequately repay. Not only did he persist in this undertaking until it was crowned with complete success, but year after year, ever since, almost continuously, he has served in raising funds, as requested of him, and under conditions that would repel almost any other competent man. His gentleness and persistence had enabled him to succeed in cases that looked almost hopeless. As to Science Hall, the way to the realization of our hopes was opened by the unsolicited gift of \$5,000 by John H. Holliday, of Indianapolis, one of the members of the Board of Trustees, and the goal reached through another gift of the same amount by United States Senator Brice, of Ohio, whose father was a graduate of Hanover, and whom he desired thus to commemorate. The stately room in the building used as a museum, is called Brice Hall. The erection and equipment of Science Hall was one of the greatest steps forward taken by the College under my administration. Both as to its plan and in its building it had my careful

superintendence.

"Of the entirely new buildings, the latest under my administration was the 'Thomas A. Hendricks Library.' (1905). Vice-President Hendricks, when a poor boy had come to Hanover College to obtain an education. Because he had not the financial means, he did not remain to finish his course, though afterward he received a diploma. At his death he left a considerable estate, and inasmuch as they had no children, it became a question with his widow as to what disposition she should make of their property. I think that it was Mr. Dunn who somehow first turned her attention to Hanover College. By and by, one of the trustees, as well as myself, had interviews with her; and by invitation she made a visit to the institution, and was a guest in our home; and she went away evidently much pleased. Still she moved slowly, especially perhaps because she was an Episcopalian, and strong influences were brought to bear upon her to turn her benefactions in the direction of the specific interests of that denomination. At one time we thought that our prospects were very poor; and at another we were strongly assured that she would make the College her residuary legatee, and heir to a large part of her property. Finally she decided to erect the Library as a memorial to her husband; and for that purpose she then placed in my hands a large portion of the total she agreed to give, and so obligated herself legally

for the remainder that no question as to her will in case of her death before it was paid, could jeopardize it. Greatly to our regret she did not live to see the beautiful edifice completed, for the construction of which she generously provided. This Library was meant by her to be the chief visible monument to her distinguished husband."

New Year's night, 1919, the Old Science Hall with all its contents was destroyed by a fire of unknown origin. In spite of some opposition within the Board because of unfavorable economic conditions, it was decided to rebuild at once, and to make the new building of fireproof construction. The New Science Hall was ready for occupation in September, 1920.

The first gymnasium was erected by Dr. Fisher. This burned in February, 1908. A new and larger building was placed on the same site that year. The growth of the College made the structure inadequate and in 1922 the Trustees entered into a contract with Messrs. P. E. Goodrich, W. H. Miller, Elmer E. Scott, James E. Taggart and W. A. Millis, under the name of "W. A. Millis, Et Al.," under which these gentlemen rebuilt the gymnasium along its present lines at their own expense, executing a sale lease to the College that enabled the Trustees to buy it back as funds beame available. This transaction was completed in 1925.

The College owns five residences. The President's house was erected by Dr. Heckman in 1876 on a plot of ground set aside for that official's personal use, amounting to twelve acres. President Millis has relinquished all of this except the lawns and garden immediately connected with the residence. The plot restored to the campus has been set to native trees, and will be held as a parkway between the two sections of the campus.

"Two residences, the "Howk House" and the "Charlton Place," were acquired by purchase for use of professors. A small frame structure built by Dr. Fisher, for the use of the Music Department, has been rebuilt into a frame residence. The "Archer House" also has been converted into a duplex, and is occupied by two Faculty families. The small residence erected on the only lot sold under the Board's resolution of 1850 was repurchased upon the death of the owner. Two fraternity houses and two residences have been built on lots sold out of the College grounds, with provisions in the deeds giving the Trustees an option of purchase if put on sale. The present inventory of the College plant, exclusive of income-producing property, is as follows:

TTN C	4 000000
The Campus	
Classic Hall	75,000.00
Science Hall	55,000.00
Hendricks' Library	35,000.00
Gymnasium	15,600.00
Observatory	5,000.00
Water Plant	5,000.00
Laboratory Apparatus	7,187.00
Y. M. C. A. Hall	1,000.00
Furniture	6,883.00
Library	25,000.00
Materials, Supplies, Tools and	,
Machinery	3,319.55
Total	\$236.989.55

CHAPTER IX

OBJECTIVES OF THE COLLEGE

IN Dr. Crowe's mind the College was founded and existed primarily as a feeder to the Seminary. Its business was to provide the church with an adequate supply of ministers. In his manuscript history, prepared at the direction of the Trustees, he says: "As the first, the great and the ultimate object of the founders of Hanover College, was the education of young men for the Gospel Ministry, the Theological Department of the institution was of course, in their estimation, its most important part." President Scovel and his Faculty, of which Dr. Crowe was the strong factor, apparently had the same conception, although the Seminary had some time since severed its connection with Hanover, as revealed in a catalogue statement issued in 1847:

"Since its charter, ninety-two students have graduated from Hanover College; of these forty-seven are now preachers of the gospel, of whom all but eight are in the Old School Presbyterian Church, and of these eight, five are in other Presbyterian bodies. Five others are now theological students,

"Of the much greater number, amounting to many hundreds, who have spent a considerable time in the College, and received their literary education in it, but did not graduate, the number now in the ministry is believed to be some thirty or forty, chiefly in the Old School Presbyterian Church. Among these are several of the most esteemed ministers in the Synod of Indiana. The whole number of Ministers of the Gospel sent out from the College during the few years of its existence then is not much less than one hundred; almost all are laboring in the great West, from Pennsylvania to Missouri, and from Iowa to Louisiana. A very respectable fraction of the Synods of Cincinnati, Indiana, Illinois, and Missouri, are from this number. It is believed that a very large proportion of these would never have entered the ministry but for this College.

"Hundreds of other students not in the ministry, including fifty Alumni, are scattered throughout the West and South, most of whom are known to be occupying honorable and useful positions in society.

"In view of these facts, may not the cordial support of Western Presbyterians be confidently asked for an institution, which, in so brief a time, has accomplished so much for supplying the West with a Presbyterian ministry?"

The conception of the broader function of the institution appears very early. In Dr. Blythe's inaugural address of 1833 he expresses the thought that the business of the College is to prepare men for all of the then learned professions: Law, Medicine, and the Ministry. He says "If I am not mistaken, the time has arrived in our country, when, in the opinion of the intelligent part of the community, neither the pulpit, the bar, nor the office of the physician, can be any longer occupied by any but men of science and letters." Again, "Not only have we theological schools and colleges founded by sectarian munificence, but law schools are multiplying all over our country, and our medical halls are numerous and crowded. All of these facts put together, form an announcement of public sentiment which appears to us conclusive, viz: that the three leading professions of the country must be filled

with scientific men. And when society shall have received its perfect form, then shall stand in company, the man who twines the cord that binds the soul to eternity, he who in the name of the Great Lawgiver of the universe helps to administer justice, and the enlightened physician who, while he enters the sick chamber carrying in his hand the lamp of medical science, directs his dying patient to Heaven. I repeat it, the testimony of the public is that these concerns are too sacred to be any longer committed to the hands of ignorance."

But in the mind of the Faculty, and of the supporting clientele, during the first half of the century the essential business of the College was to prepare men in scholarship and purpose for the Theological Seminary. President MacMaster dreamed of a great university at Madison, but the devotion of the church to the original ideals of the College blasted his hopes.

This vocational bias of the founders of the College was reflected also in the "Manual Labor System" which was maintained until 1839, when it was abandoned because of the impossible financial burden involved rather than because of a change of apprecia-This feature of the Academy was adopted by Presbytery purely as a means of student self-support. Without doubt this was Dr. Crowe's suggestion. He and his associates appropriated the idea from the Pestalozzi-Fellenberg schools of Europe whose object was purely educational. These European schools were the beginning of industrial education. seems that this conception had little if any weight with the founders. However, the Legislators, who were asked for a charter for the new Academy, were interested in the vocational aspects of the project rather than its advantages as a means of student support. They were impressed with the possibility of the experiment in combining liberal and trade education. Over the subdued protest of Dr. Crowe's committee the Legislature incorporated in the charter the provision that "Those students in said college who are of sufficient bodily ability, shall, during the time they continue as such, be exercised and instructed in some species of mechanical or agricultural labor, in addition to the scientific and literary branches there taught. And the Trustees shall annually report to the Legislature the plan, progress and effects of such mechanical and agricultural exercise and instruction upon health, studies and improvement of the students."

That the Trustees early discovered that the Manual Labor Department was a serious liability, and endeavored to justify its maintenance on purely educational grounds is shown in the following excerpt from their report to the Legislature published in the annual catalogue of February, 1834:

"In order to obviate misapprehension on this subject, the Board here beg leave to make a few remarks. They have reason to believe that many regard the manual labor system as a very lucrative concern, furnishing, at least, the means of defraying the whole expense of an education.

"All such expectations end in disappointment. The system has been introduced, principally for the following reasons:

"First. As a preservation of health as a means of giving that firmness of muscle and that elasticity of nerve which shall be sufficient to sustain the operations of the most powerful intellect. What prudent engineer would think of placing a steam engine of forty horsepower in a light and crazy boat? The body is merely the organ of the mind's operations and unless the organ be of substantial materials and in a sound condition, there must be not only a crippling

of the operations of the mind, but an excitement so disproportionate to the energies of a feeble system as to ensure its speedy dissolution. Hence the necessity of educating both body and mind, viz: of providing for the growth and healthful condition of all members and organs of the body as well as the powers of the mind. And hence we see the correctness of that definition of education which represents it as "the proper development of the powers of both body and mind, and not as it is now practically defined, the culture of the mind to the neglect and permanent injury of the body." The fearful ravages of sedentary habits on the health and lives of students have long been seen and deplored. The exhortations of parents and instructors have all proved unavailing, as have also the irregular and capricious exercises of the gymnasium. And experience has now fully established the fact, that there can be no security but in college regulations, that our most promising young men will not fall victims to their indiscreet zeal in the pursuit of knowledge.

"Second. As the means of invigorating the mind. A judicious system of manual labor in connection with study expands intellect, and gives energy and decision of character.

"Third. But what is perhaps still more important, manual labor is found to be a most effectual safeguard to morals. The opinion of Dr. Rush, that 'idleness is the parent of every vice,' is corroborated by every day's experience and every day's observation. Moreover, vice is infectious, especially to the ardent and unsuspicious character of youth. A multitude of boys suddenly released from the restraints of parental authority and thrown together, not only tempt each other to wickedness, but encourage each other to deeds of daring which would otherwise never have been thought of. In support of this position, we beg leave to present the following testimony: 'Youth must and will have employment of some kind. They cannot study always. In our colleges they are suffered

usually to devise their own ways and means of amusement. They are expected, indeed exhorted to take exercise, and they are allowed abundance of time for the purpose. Still the whole concern is left to their own discretion. The time they have, and the question is, how do they spend it? Often in mere idle lounging, talking, smoking, and sleeping; often in sedentary games, which, whether in themselves lawful or unlawful, are always injurious to the student, because he requires recreation of a different kind, but seeking it too frequently in low degrading dissipation, in drinking and gaming to the utter neglect of every duty, and to the utter abandonment and sacrifice of every principle of honor and virtue.

"And it is also very important in a pecuniary and political point of view, inasmuch as it lessens the expense of education so far as to throw open the door of science to all talented and enterprising young men

whatever may be their circumstances.

"On this point we cannot refrain from presenting the following extract from the pen of one of the most eloquent and indefatigable friends of education of the present day. The point which he is attempting to establish is the following, viz: 'The present system of education is so expensive that its practical effects are

anti-republican.'

"At many of our colleges the annual expense, exclusive of books and clothing, is not far from \$200; at others,, \$150, and at the cheapest, \$100. Who then can educate their sons at college? Not more than one family in twenty. Thus nineteen-twentieths of our population are shut out from the advantages of education in the higher branches. And as knowledge is power, the sons of the rich by enjoying advantages for the acquisition of power vastly superior to others, may secure to themselves a monopoly of those honors and emoluments which are conferred upon the well educated. In this way society is divided into castes. The laboring classes become 'hewers of wood and drawers of water' for the educated. The two parties stand

wide asunder, no bond of companionship uniting them, no mutual sympathies incorporating them into one mass, to a common level for both. The chasm between them, even in this republican government, already yawns deep and broad; and if it be not speedily bridged, by bringing education within the reach of the poor, it will widen into an impassable gulf, and our free institutions, our national character, our bright visions of future glory will go down into it.

"The general and state governments have done much in order to bring education within the reach of the great mass of the people. Millions have been expended in the erection of buildings, the establishment of professorships, and in the purchase of libraries and apparatus. And what is the result? Why, the wealthy can educate their sons a little cheaper than before. But education is still so expensive that the community generally receive no benefit from such appropriations. Thus our legislatures have in effect aided those who needed no assistance, and tantalized the needy with a show of aid so far removed, that it can never avail them.

"If a portion of the funds thus appropriated had been expended in furnishing the students of our institutions with the means of profitable employment during those hours each day which are not devoted to study, such appropriations would have benefited the character of a republican people; and our institutions instead of meting out their blessings as they now do, only to a favored few, would pour them equally upon all. 'The sun of science would not rise merely to illuminate the palace but to gladden the hovel.'—Weld.

"Influenced by such views on the subject, the Board of Trustees introduced manual labor with the commencement of their institution, and, although the experiment has been made under many embarrassing circumstances, its success leaves little doubt that the plan of connecting manual labor with study is practicable."

Dr. Crowe reports the failure of the "Manual Labor System" as a business venture in the following paragraphs:

"But the employment of more than two hundred young men and boys, of every variety of habits and disposition, in a way that would prove profitable to the corporation, seemed to be out of the question. Especially when it is considered that many of them had never been accustomed to work at home, and that with the most of them, the great object was to get through the time set apart for labor, with the least possible

amount of fatigue.

"Experience had proved satisfactory to the Board, that the cultivation of the soil could not be made profitable. Their farm could hardly be called second rate land and the price of produce was very low. (Note: E. G. Corn 25 cents and potatoes 12½ cents per bushel.) And besides the months of April and October, most important months to the farmer, were vacations in the College, the students being dispersed on visits to their homes. The farm was consequently abandoned, and attention turned exclusively to mechanical operations. Moreover, the weekly reports of the shops convinced them that a radical change was necessary there."

While the Trustees arrived at a very commendable conception of the educational values offered in the industrial department the administration seems not to have been concerned about the educational possibilities. The balance sheet completely obscured the "discipline of instruction" which the Legislature desired. The venture was immensely successful as a means of attracting students. The plan involved training in most of the standardized trades, including gardening, agriculture, carpentry, major and minor cooperage, wagon making, chair making, printing and bookbinding. An equipment was procured for all

these lines of training and employment, comprising a farm of one hundred and fifty acres; a carpenter's shop twenty by forty-five feet and two stories high; two cooperage shops, one twenty-five by forty feet; a wagon-making shop, twenty feet square; and a printing establishment and bindery which did commercial printing, published a church paper, and printed and bound books in full leather. Competent foremen were employed in each of these shops to direct and supervise the work of the apprentices. All of this equipment was sold during the MacMaster administration in order to pay the accumulated debts of the enterprise, and thus ended the first experiment in vocational education in Indiana.

The "church paper," published for a brief period by the College, was known as The Western Presbyterian. This paper and the printing plant were sold to Joseph G. Monfort who removed the property to Cincinnati. The paper was developed into The Herald and Presbyter and became a well known and welcome friend in thousands of Presbyterian households of the Middle West. The publishing interest is well known as Monfort and Company of Cincinnati.

The MacMaster administration undertook the establishment of a law school, but upon the failure of the health of the first and only professor of law, Judge Eggleston, the school was abandoned. The College has through most of its history been conscious of the importance of contributing to the improvement of the teachers in the public schools. As early as 1840 the catalogue announces that "Special instruction will be given in the art of teaching, to those who design to engage in that occupation." Two years prior to this time the following action was taken by the Faculty: "Resolved, That the students be required to remain in the Hall on Saturday mornings, from seven



REV. DANIEL WEBSTER FISHER, D. D., LL. D. President 1879-1907.



until two o'clock, and that the exercises be, 1st. A general examination of all classes on the studies of the week, and 2nd, some general instructions on the best method of teaching common schools." From 1882 to the close of his administration. President Fisher carried in the annual catalogue the advertisement of the preparatory department as providing the necessary training for teaching: "The other class of students for whose benefit this department is intended, consists of those who may desire by a year or two of special study to fit themselves for teaching or business. A reference to the curriculum will show that it is well adapted to this purpose." And from 1886 to 1893 the annual catalogue contained this announcement: "Course for Teachers. Teachers who actually are engaged in the work of instruction, and who desire to take a special course with direct reference to their professional work, can pursue such suitable studies during the Spring Term without the payment of the usual Contingent and Library Fees." From 1894 to 1905 the statement was amended by omitting the promise of free tuition and adding "by a system of electives from the courses from the respective college classes and from the preparatory courses. The following studies indicate some of the selections which may thus be made, the only limitations being the ability of the student and the details of the arrangement of the schedule:

Mathematics. Higher Arithmetic; Geometry; Trigonometry; Surveying.

English Literature. English Prose; English Poets; Chaucer; Principles of Literary Criticism; Theism.

History and Political Science. English and American History; International Law; Civics; History of Pedagogy.

Physical Sciences. Botany; Chemistry; Anatomy and Physiology; Physics; Physical Geography.

Languages. Latin, Greek, German, French.

From such a list—which is, besides, not complete as herein given—a teacher can select a course which is very profitable." The conception of professional training of teachers has gone far since 1905, whether wisely.

With the exception of the summers of 1906 to 1908, since 1903 the College has conducted a summer session of from six to twelve weeks. During a part of this time by combining a six weeks' "Mid-Spring" term with the twelve weeks' summer session the student was able to accomplish a full half year of study. In the announcement for 1903 it was stated that, "Revised Courses, especially arranged to assist teachers in preparing for county and state certificates and elementary and advanced courses in Regular College Work will be offered." Full credit was granted for these courses. The 1904 Summer Term Announcement stated that:

"This school is conducted by members of the Faculty on their own responsibility, who have placed at their command the buildings and equipments of the College, but with the consent and hearty encouragement of the Board of Trustees. It will be seen in the following statement that nearly all the members of the regular teaching force of the College take an active part in the regular instruction of the school and that besides these only the most competent lecturers are employed.

"The purpose of the Summer Term is three-fold:

"First. To afford teachers and those who are preparing to teach an opportunity to do review and advanced work, and at the same time to study Methods of Instruction, School Management and Practical Pedagogy.

"Second. To give grade teachers, who cannot attend the regular College Sessions, the opportunity of taking up such work under the most favorable circumstances and receiving credit for work satisfactorily done.

"Third. To give prospective students, whose preparation is not up to the entrance requirements to College, an opportunity to complete their preparation that they may enter upon the College work not burdened with conditions, and to afford delinquent students an opportunity to remove their conditions."

In 1908 a "Department of Education" was established with a part time professor in charge. The departmental statement contains the following:

"The object in the courses in Education is to give the student a two-fold training: First, that large conception of educational values, functions, processes, and instrumentalities which goes toward the making of intelligent citizenship on the one hand, and the giving of a proper appreciation of the factors in the student's own education on the other. Second, the professional training of young men and women for teaching. The College is accredited by the State Training School Board of Indiana for the training of teachers for service in the public schools of the state. Students who complete satisfactorily thirty-six hours in the following courses and who satisfy the requirements for graduation will receive the Teachers Certificate admitting to Class "C" of the Indiana classification. Special groupings of twelve and twentyfour hours' work will be made for the certificates admitting to Classes "A" and "B."

The subjects included in the curriculum were: "Psychology, Logic, Ethics, History of Education,

General Pedagogy, High School Pedagogy, Pedagogy of Major and Minor Subjects, School Management, and Observation and Practice Teaching, constituting a full major." This curriculum has been modified from time to time to conform to the requirement of the State Board of Education in order to protect those Hanover students who must teach as a stepping-stone to other professions, as well as to prepare properly those persons who expect to adopt teaching as their profession, and who desire to have their education in Hanover College. All of the professional courses required in preparation for high school teaching are accepted toward graduation. Only those subjects in the elementary teacher curricula which are identical with regular college courses are so accepted.

In common with other standard colleges, Hanover also in recent years has provided a pre-medical course, and has made certain groupings of subjects for students who decide not to pursue the full course, in order to enter technical schools earlier. Like many other supposedly new practices, however, this has been done through most of the history of the College.

But, notwithstanding these several concessions to vocational demands, Hanover has been essentially and consistently a Liberal Arts College since 1833. This will become obvious in the chapter on the curriculum. The following excerpts from the declarations of policy issued by several presidents will accurately define the primary objectives of the institution. Dr. Wood said in his inaugural address, 1859: "The Course of Study ought to be adequate to meet the demands of any vocation which the undergraduates may have in view. Accurate and thorough scholarship, with a good moral and gentlemanly character, should be required and insisted upon, as an indispensable prerequisite for securing a college diploma. Religious

instruction must form a part of the regular college course." Dr. Heckman said in 1871: "The object of every system of education should be to produce students who will possess general learning, with a practical culture in some one branch of knowledge or profession, since all problems, social, political, financial and religious in the Republic, must continually be referred to a jury of the people."

President Fisher's conception of the object of the College is expressed in his catalogue statement, 1901:

"The exclusive object of the College is to furnish the students with a good opportunity for higher education. This education is held to be of the entire man—and especially man on his psychical side. The necessity of a sound body is recognized, and the student is encouraged to care for it in every available and suitable manner. The opportunity to do this without resort to expensive appliances or to doubtful contests of strength is one of the advantages afforded by this College. But this is accepted as only incidental to the great end for which all institutions have a warrant for their existence. This College is carried on for the purpose of developing and disciplining the powers of the soul, and of furnishing the mental and moral outfit that will best prepare men and women, who enjoy its advantage, to take up work which may be specially open to them in the world.

"An indispensable element in the accomplishment of this object is good conduct on the part of the students. Neglect of study and irregularity in attendance upon any of the exercises of the College, just as truly as any other violation of duty, are held practically faults which are fatal. The presence of youth, therefore, who by idleness or evil propensities have shown themselves specially to need constant restraint and oversight, is not solicited."

Likewise the conception of the present administration is stated in this excerpt from the 1926 catalogue:

"Hanover College is a Liberal Arts College. It is carried on for the purpose of training men and women for wise and effective leadership; for assisting the student to find himself; to fire him with enthusiasm for noble ideals; to give him that species of wellbalanced mental training and that grounding in general scholarship which will admit him to the company of the best men on equal terms. It seeks by gradnation to have introduced the student to some acquaintance with the culture which has come down largely as a heritage from the past, and for which a broad scholarship alone can prepare him. At the same time its instruction is organized so as to prepare for a subsequent study of law, medicine, theology, engineering, commerce, administration, and for teaching, for business, and for other like pursuits."

Thus Hanover puts great stress on sound, general scholarship. But greater than scholarship is culture—that discriminating wisdom which secures a just appreciation of values. But greater than scholarship and culture is personality. The real business of the College is the development of men and women. The closing paragraph of the President's charge to each graduating class is:

"But most of all, we hope that you will keep your lives unspotted before God and man. The next finest thing in all the world is a man, clean of body and mind, pure of heart, clear-eyed, sound, frank, and positive for the right. The finest thing in all the world is a woman, genuine, sympathetic, always true to her better nature, never trading her birthright for tinsel and show. Such men and women are the kings and queens of American democracy—the true aristocracy. Of such we hope and pray you will always be."

CHAPTER X

THE CURRICULUM

Dr. Crowe tells us that the College grew out of a class of six young boys which he organized on January 1, 1827, and that their number grew so rapidly that he moved into the church in order to have sufficient room for classes until a building could be erected. He tells about the spiritual dispositions of these boys, and that he personally gave all of the instruction. But he does not tell us what subjects were taught. At an adjourned meeting of the Trustees of Hanover Academy on November 25, 1830, the following course of instruction was adopted, "subject to such alterations as experience might suggest":

"Preparatory Department—English, Latin and Greek Grammars, Wair's Latin Syntax, Cæsar's Commentaries, Virgil's Eclogues, Bucolics and Aeneid, Cicero's Orations, Collectanea Græca Minora, Modern Geography and Arithmetic.

"Freshman Class, First Session—Roman Antiquities commenced, Sallust, Græca Majora, Cyropedia and Anabasis, Algebra and English Composition.

"Freshman Class, Second Session—Neilson's Greek Exercises, Roman Antiquities finished, Virgil's Georgics, Horace's Odes, Græca Majora—Theophrastus, Polycenus, Herodotus, Geometry and English Composition.

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"Sophomore Class, First Session—Grecian Antiquities commenced, Horace finished, Græca Majora continued, Plain Trigonometry, Mensuration of Heights and Distances, Surveying, Navigation, Application of Algebra to Geometry and Conic Sections, English Composition.

"Sophomore Class, Second Session—Cicero de officus-de-Senectuta-de Anucitia, Spherical Trigonometry, Projections, Dialling, Leveling, Nautical Astronomy, First Volume of Græca Majora finished, Second begun, Antiquities finished, English Composition.

"Junior Class, First Session—Græca Majora continued, Cicero de Oratore, Rhetoric, Natural Philosophy, English Composition.

"Junior Class, Second Session—Græca Majora continued, Cicero de Oratore finished, Astronomy and Chemistry, English Composition, Ancient and Modern History."

The Crowe manuscript further states that, "The Board at their meeting September 24, 1832, having resolved to give the Academy the grade of a College, passed the following resolution: "Resolved, that the course of study adopted by this Board Nov. 25, 1830, for Hanover Academy be rescinded, and in lieu thereof the Course of Miami University be adopted verbatim." This frankly appropriated course of study is published in the "Statement of the Course of Instruction," in the first annual catalogue, issued January, 1833. It is reprinted in full:

"Preparatory Studies—Aeneid and Bucolics of Virgil, Cicero's Orations, Cæsar's Commentaries, 4 books; Jacobs' Greek Reader, Colburn's Arithmetic and Algebra, Gould's Adams' Latin and Buttman's Greek Grammar, English Grammar, and Geography.

"Freshman Studies, First Session—Geometry, and the Application of Algebra to Geometry, Roman Antiquities, Sallust, and Græca Majora, (Historians).

"Freshman Studies, Second Session—Application of Algebra to Geometry, continued, Roman Antiquities, continued, Horace, (Odes and Satires), Græca Majora, (Heroic Poets)), or Homer's Illiad, Plane Trigonometry, Mensuration, Surveying, and Navigation.

"Sophomore Studies, First Session—Geometry of Planes and Solids, and Spherical Trigonometry, Grecian Antiquities, Cicero de Officus, and Livy, Græca

Majora, (Orators).

"Sophomore Studies, Second Session—Topography, Trigonometrical Surveying and Leveling, Grecian Antiquities continued, Horace, (Epistles and Art of Poetry), Georgics of Virgil, Græca Majora, (Bucolic Poetry).

"Junior Studies, First Session—Conic Sections and Fluxions, (on the principles of La Grange), History, Rhetoric, (by Blair), Cicero de Oratore, Græca Majora, (Philosophers and Critics).

"Junior Studies, Second Session—Astronomy, Chemistry, (by Mitchell), History, Tacitus, Græca Majora, (Tragic Poetry).

"Senior Studies, First Session—Natural Philosophy, Review of Mathematics, Belles Lettres, Political Economy, Græca Majora, (Lyric Poetry).

"Senior Studies, Second Session—Moral Philosophy, (by Beattie), Mental Philosophy, (by Hedge's edition of Brown), Review of Astronomy, Logic, Hebrew, or French, at the option of the student.

"During the whole course there are weekly exercises in reading, speaking and composition."

The absence of any reference to the time allotment of the subjects, and to the quantity or quality of work exacted, attracts the attention of the modern day student, and is puzzling to the official who endeavors to evaluate the course of study of these early years in terms of the present day nomenclature. In 1832 students worked "by the job," not by the hour. The "job" was the mastery of the contents of the text book. The quality of studentship required was exceedingly variable.

In 1836 the curriculum of 1832 was modified by the transfer of Mental Philosophy from the Senior year to the Junior, and the addition of Evidences of Christianity, Mineralogy and Botany to the Junior program, and Jurisprudence to the Senior year. The following year Mineralogy and Botany were omitted and Geology introduced in the Senior program. President MacMaster's genius for reorganization was felt by the curriculum. Many significant changes were made in the content and sequence of subjects, and the three-term system adopted. These developments are best shown by reproducing the curriculum in effect in 1842-43, the year prior to the Madison University episode:

Preparatory Department.

GeographySmith
English GrammarButler and Bliss
ArithmeticDavies
Latin GrammarAndrews and Stoddard
Latin LessonsAndrews
Latin ReaderAndrews
Latin ExercisesAndrews
Cæsar's CommentariesAnthon
Cicero's Select OrationsAnthon
Virgil.
Greek GrammarSocrates
Greek ReaderAnthon
Greek ExercisesSophocles

Algebra
Freshman Class First Session.
Greek Testament (Matthew). Xenophon's Anabasis Cleveland Sallust Andrews Classical Manual Fiske Plane Geometry Davies
Second Session.
Greek Testament (Mark). Herodotus.
Livy
Third Session.
Greek Testament (Luke). Herodotus.
Livy
Sophomore Class First Session.
Greek Testament (John). Homer's Iliad
Greek Testament (Acts of the Apostles).
Homer's Iliad . Felton Horace's Satires and Epistles . Anthon Classical Manual . Fiske. Analytical Geometry . Davies

Third Session. Greek Testament (1st and 2nd Corinthians).
Xenophon's MemorabiliaPackard
Tacitus.
Classical ManualFiske Analytical Geometry (finished); Descriptive
GeometryDavies
RhetoricBlair
JUNIOR CLASS
First Session.
Greek Testament (Ephesians, 2nd Thessalonians). Demosthenes' Orations.
Cicero de Oratore.
Natural Philosophy (Mechanics)Olmstead Elements of Criticism
Natural Theology
Second Session.
Greek Testament (1st Timothy-Philemon).
Greek PlaysWoolsey
Natural Philosophy (Hydrostatics, Pneumatics)
ChemistryOlmstead
Tyler's Universal History (Ancient).
LogicWhateley
Third Session.
Greek Testament (James-Jude).
Greek Plays
Optics)Olmstead
Rhetoric Whateley
Tyler's Universal History (Modern).
SENIOR CLASS
First Session.
Greek Testament (Romans and Galatians)
Chemistry, Geology, Mineralogy

Mental Philosophy
Second Session.
Greek Testament (Hebrews).
AstronomyOlmstead
Moral PhilosophyWayland
Analogy of Nat. and Rev. Religion to the consti-
tution and course of natureButler
Evidences of Christianity.

Third Session.

Greek Testament (Revelation).
Biblical Antiquities.
Physiology, Botany.
Hallam's Middle Ages.
Guizot's History of Civilization in

Guizot's History of Civilization in Modern Europe. International and Constitutional Law (1)Kent

"It is deemed preferable that in Greek and Latin, students should, as far as practicable, read entire works, rather than garbled and meager excerpts from a larger number of authors.

"There are exercises in composition and declama-

tion throughout the whole course.

"Special instruction will be given in the art of teaching to those who design to engage in that occupation."

One is impressed with the scope, balance and scholarly character of the MacMaster course of study, and not a little surprised that the Faculty of the reorganized institution, after the failure of the Madison enterprise, should return to the curriculum of 1832 with the slight revisions of 1836. Several years were required to regain the lost ground. The curriculum of 1854, developed under the leadership of President Thomas, approached the level of the MacMaster course of study, but not its scope, nor its provisions for contact with current world movements. The requirement of two

years of Hebrew in addition to the traditional amounts of Latin and Greek represents merely the personal interest of the president. However, the use of the Hebrew with the Greek as the vehicle for biblical instruction served to keep the former in the curriculum for many years.

Courses of Instruction, 1854 Freshman Class.

I.

Robinson's Greek Harmony of the Gospels. Horne's Biblical Antiquities (abridged edition). Cooper's Virgil, with the study of Prosody. Xenophon's Memorabilia of Socrates (Robbins'

Xenophon's Memorabilia of Socrates (Robbins' edition).

Roman Antiquities (Bojesen). Arnold's Greek Composition.

Robinson's Algebra, completed, (University edition).

II.

Robinson's Harmony.
Lincoln's Livy.
Memorabilia, continued.
Herodotus (Leipsic edition) begun.
Roman, Grecian, and Biblical Antiquities.
Davies' Plane Geometry.

III.

Robinson's Harmony.
Lincoln's Livy, continued.
Herodotus, continued.
Grecian and Biblical Antiquities.
Davies' Plane Trigonometry and Surveying.

Sophomore Class.

I.

Acts of the Apostles (Owen's edition). Cicero de Amicitia and de Senectute.

Homer's Iliad ((Owen's edition). Davies' Solid Geometry. Weber's Manual of Ancient History.

II.

Epistolary portion of the New Testament, in Greek. Horace, with study of Horatian metres. Homer's Iliad, continued; Plato's Gorgias begun. Davies' Spherical Trigonometry, and applications. Weber's Modern History.

III.

Epistles, continued. Horace, continued. Plato's Gorgias, (Woolsey's edition). Davies' Analytical Geometry. Ecclesiastical History.

Hebrew Grammar (Stuart's Roediger.)

Junior Class.

I.

Genesis.
Tacitus' Germania and Agricola (Tyler's edition).
Aeschines against Ctesiphon (Champlin's edition).
Olmstead's Natural Philosophy, Vol. 1st.
Blair's Rhetoric.

II.

Hebrew—Genesis. Cicero de Oratore.

Aeschines, continued; Demosthenes de Corona begun.

Olmstead's Natural Philosophy, Vols. 1st and 2nd. Whateley's Logic.

III.

Hebrew-Psalms.

Cicero de Oratore, continued.

Demosthenes de Corona (Champlin's edition) finished.

Olmstead's Astronomy.

Wayland's Political Economy.

Senior Class.

I.

Select portions of the Hebrew Bible, with lectures. Psychology (Walker's edition of Reid).

Silliman's Chemistry.

Anatomy and Physiology, with lectures.

Wood's Botany, with lectures.

Cicero's Tisculan Disputations, etc. (Chase's edition).

II.

Select Hebrew.

Psychology-Philosophy of Sir Wm. Hamilton (Wright's edition).

Chemistry.

Paley's Natural Theology.

Greek Tragedies; Lectures on Grecian Art, Literature, etc.

III.

Select Hebrew.

Butler's Analogy of Religion, Natural and Revealed, to the Constitution and Course of Nature.

Moral Philosophy (Walker's edition of Stewart and Alexander).

Mineralogy.

Hitchcock's Geology.

Under the administration of President Edwards some slight modifications were made. Algebra was dropped from the course, the freshmen having plane geometry, plane trigonometry and surveying. English Bible was required throughout the freshman and sophomore and junior years. Vocal music was required of the freshmen, possibly in order to improve chapel singing. American history was substituted for Ecclesiastical history. In 1858 American history and vocal music again drop out, and one term each of zoology, botany and physical geography appear in the sophomore year, the botany being set back from

the senior program. For the juniors "natural philosophy" becomes "Light and Heat" the winter term and "Electricity" the spring term. "Psychology" and "Ethics" are rechristened "Intellectual Philosophy" and "Moral Science." In 1861 President Wood had dropped zoology and physical geography from the course, and put botany again in the senior year. His most important act was making Hebrew an elective. By 1867 zoology had again found a place, this time in the senior program, and psychology had recovered its proper name.

The period which produced the largest number of Hanover men of distinction in scientific achievement was from 1866 to 1875. The curriculum as provided in 1870 exhibits the scope and content of the subject matter of their training, and is suggestive of what many think the proper ration for development of

scientific ability.

Greek Testament, Gospels.

Freshman Class First Term.

, . 1
Biblical AntiquitiesNevin
SallustButler and Sturgus
Latin ExercisesAndrews
Xenophon's AnabasisBoise
Greek Prose CompositionBoise
Plane Geometry Davies' Legendre (five books)
Second Term.
Greek Testament, Gospels, continued.
Sallust, continuedButler and Sturgus
Virgil.
Xenophon's Anabasis and Memorabilia Anthon
Latin Exercises, and Greek Composition, continued.
Practical Plane Trigonometry and Mensuration of
Surfaces Davies' Legendre

Plato.

El. Rhetoric and Composition. This session closes with the Spring Exhibitions, the last week in March. Third Term. Greek Testament, Gospels, continued. Virgil. Xenophon's MemorabiliaAnthon Latin and Greek Exercises. El. Rhetoric and Composition. SOPHOMORE CLASS First Term. Greek Testament, Acts. LivyLincoln Homer's OdysseyOwen Solid Geometry Davies' Legendre (Books 6-9) Greek HistorySmith Analytical Plane Trigonometry Davies' Legendre RhetoricBlair Second Term. Greek Testament, Epistles. Livy, continued. Homer's Odyssey, continued. PlatoWoolsey Roman HistoryLiddell Roman AntiquitiesBojesen Spherical Trigonometry, Mensuration of Surfaces and SolidsDavies' Legendre RhetoricBlair Third Term. Greek Testament, Epistles. HoraceLincoln

Greek AntiquitiesBojesen

Modern HistoryLord

Analytical Geometry Loomis Dif. Calculus Loomis English Literature.
Junior Class First Term.
Hebrew Grammar and Hebrew, Genesis, Optional Tacitus, Germania and Agricola Tyler Demosthenes' or Aeschines' Orations Champlin Differential and Integral Calculus Loomis Chemistry Roscoe Psychology Porter
Second Term.
Hebrew, Genesis, continued. Cicero and Demosthenes. Natural Philosophy, Mathematical p't., Snell's Olmstead
Logic Porter Chemistry, continued. Physics. Botany Gray
Third Term.
Hebrew, Psalms. Cicero and Greek Comedy. Natural Philosophy, Applications. Political Economy
Senior Class First Term.
Anatomy and Physiology

Uranography and AstronomyBurritt and Loomis Moral Science
Second Term.
Ev. of Christianity
Select Hebrew, continued.
Mineralogy and GeologyDana
Butler's Analogy.
Natural TheologyPaley
Cicero and Greek Tragedy, continued.
JuvenalAnthon
Astronomy and review.
Third Term.
Hebrew, continued.
Geology and excursions, continued.
Natural Theology.
Juvenal.
Greek Tragedy.
Constitution of the U.S.AStory

Astronomy, Uranography, and Review.

During President Archibald's administration the course in English developed from one term of Rhetoric and Composition and a term of English Literature to four terms of Rhetoric and Composition and a term of literature, which was taking an advanced position for that day in the matter of training in the vernacular. In 1871 Hebrew disappeared from the curriculum, and German and French were admitted to the junior and senior years as optionals.

The development of the "Scientific Course" in parallel with the traditional "Classical Course" is interesting as showing the obstinacy with which the classics clung to the protection of their monopolistic position. From the very first the Faculty accepted students who were excused from the prescribed courses and permitted to pursue such studies as they



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might elect, provided they were qualified for the subjects chosen. But no recognition in the form of certificate, diploma or degree was granted these special students. In 1852, without doubt at the suggestion of President Thomas,

"The Board of Trustees, at its recent meeting, established the Department of English, Mathematics and Scientific Instruction above presented; and adopted a course of study which enables the student to acquire, in three years, all that is included in the Collegiate scheme, except the Classical Branches. To those who have obtained a respectable common-school education, and who have not time or opportunity to pursue the Classical course, this system of studies will, it is hoped, commend itself, as solid, comprehensive and practical. Those who shall complete the prescribed Scientific course, will receive a Diploma, exhibiting the extent of their attainments."

This practice continued until 1870, when the curriculum of the "Scientific Department" was extended to cover four years, and the privilege granted of pursuing the study of German and French in connection therewith. In 1872 the final step was taken. The catalogue for that year announces two parallel courses, the Classical, leading to the degree of Bachelor of Arts, and the Scientifice Course, leading to the degree of Bachelor of Science. These courses were identical except in the substition of an equal number of units of modern language for Greek and advanced Latin. The announcement says of the Classical Course: "It is the aim of the Faculty and the Board to increase its efficiency from year to year, as the suitable preparation for post-graduate studies in Theology, Medicine and Law, and for the profession of Teaching; and to furnish that useful and liberal culture which becomes the Christian scholar and the enlightened citizen."

The difference was in the language subjects, and the issue involved, the parity of ancient and modern languages. These parallel courses, with some shifting of amount and sequence, and the provision of limited election from 1886 on, constituted the currriculm until 1912. The first announcement of electives appeared in 1886: "In the advanced classes, when it is thought to be best and is practicable, an election within certain limits, is allowed as to studies. The studies chosen must always be in amount and character sufficient to place the respective sections of the classes as nearly as possible on an equality as to work required. For most purposes the election between the Classical and Scientific Courses is all that is desirable." The number of electives increased during the latter part of President Fisher's administration until they constituted half the junior and three-fourths of the senior The ultimate development of this curriculum is shown in the following synopsis of the curriculum in 1911:

REQUIRED WORK—CLASSICAL COURSE Freshman Year.

	1 Commun 1 C	CL.	
			Total No.
		Hours per	Credits
Subject	Term	Week	Required
Math. I	F, W, S,	4	12
Latin I	F, W, S,	4	12
Greek I		4	12
English I		4	12
Bible I		1	3
Elocution		1	3
Gymnasium		2	3
Contamo V			
Sophomore Year.			
History I, II, III		4	12
Greek II	F. W. S.	4	12

THE CURRICULUM		173
Biology I F, W, S, Bible II F, W, S, Elocution F, W, S,	4 1 1	12 3 3
*Gymnasium Junior Year.	1	0
Greek III W, S, Pol. Science F, W, S, Chemistry I F, Bible III F, W, S,	4 4 4 1	8 12 4 3
Elocution F, W, S, *Gymnasium Senior Year.	1	9
Philosophy I F, Philosophy II W, Philosophy IV W, Philosophy V S, Bible IV F, W, S, Elocution F, W, S, *Gymnasium	4 2 3 3 1 1	4 2 3 3 3 3

Required Work—Scientific Course Freshman Year.

	I I COMMITTEE S	COULT	
			Total No.
		Hours per	Credits
Subject	\mathbf{Term}	Week	Required
Math. I	F, W, S,	4	12
English I	F, W, S,	4	12
Foreign Langu		4	12
Bible I		1	3
Elocution		. 1	3
Gymnasium		1	3
Sophomore Year.			
Math. II, III .	F, W, S,	4	12
Hist. I, II, III		4	12
Biology I		4	12

^{*}Three terms' work must be taken in Gymnasium at some time during the Sophomore, Junior or Senior years.

Note:—F means Fall Term; W, Winter Term; S, Spring Term.

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Foreign Language. F, W, S,	4	12
Bible II F, W, S,	,1	3
Elocution F, W, S,	1	3
*Gymnasium		
Junior Year	r.	
Pol. Science F, W, S,	4	12
Physics F, W, S,	4	12
Chemistry I, II F, W, S,	4	12
Foreign Language. F, W, S,	4	12
Bible III F, W, S,	1	3
Elocution F, W, S,	1	3
*Gymnasium		
Senior Year		
Philosophy I F,	4	4
Philosophy II W,	2	2
Philosophy IV W,	3	3
Philosophy V S,	3	3
Bible IV F, W, S,	1	3
Elocution F, W, S,	1	3
*Gymnasium		

ELECTIVES

Freshman Year.

$No\ Electives.$

Sophomore Year.

			Total No.
		Hours per	$\mathbf{Credits}$
Subjects.	Term.	Week.	Required
*Math. II, III	F, W, S,	4	12
Latin II	F, W, S,	2	6
English IIa	F, W, S,	2	6
English IIb		2	6
English IV		2	6
Music	, , ,		

^{*}Three terms' work must be taken in Gymnasium at some time during the Sophomore, Junior or Senior years.

Note:—F means Fall Term; W, Winter Term; S, Spring Term.

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Latin III or IV ... F, W,

^{*}Required in the Scientific Course.

Chemistry III F, W, S, 4 Chemistry IV F, 4 French I F, W, S, 4	12 4 12
French I F, W, S, 4 French II F, W, S, 4	12
German II F, W, S, 4	12
German III F, W, S, 4	$\overline{12}$
Biology III F, 4	4
Astronomy F, W,	8
Math. VII F, W,	8
Math. VIII S, 4	4
Philosophy III W, 4	4
Education V S, 4	4
Education VI S, 4	4
Education VII W, S, 4	8
Education X S, 4	4
Education XI S, 4	4
Education XII F, W, S, 4	12
Geology F, W, S, 4 Music	12

In 1912 the Trustees authorized the reorganization of the curriculum on the present basis, the general character of which is exhibited in the following excerpt from the 1926 catalogue:

"The annual session of the College is divided into four terms of approximately three months each. One fifty-minute recitation per week through a term constitutes the unit of credit and is called 'an hour of work.' Two and one-half hours of laboratory work count as an hour of recitation work. With but few exceptions, four recitations per week are required in each subject. Such a subject is said to be a 'four hour subject' and its satisfactory completion entitles the student to four 'hours' of credit.

"The College offers but one general course of study, the Liberal Arts Course, leading to the degree of Bachelor of Arts. The requirements for graduation are as follows:

- "I. All students are required to take the course in Gymnasium as indicated under the head of 'Physical Culture.'
- "II. In addition to the above each student must offer 192 hours of work, which shall be distributed as follows:
- "1. Each student shall offer 24 hours of Foreign Language and 12 hours each of Bible, Mathematics, English, History, Social Science, Physical Science, Biological Science and Philosophy.
- "2. The remaining 72 credits shall be offered in courses so chosen that the student at time of graduation will have completed two full majors as prescribed for the several departments of instruction. The student shall select his majors at the beginning of the Sophomore year, subject to the approval of the Faculty.

"This plan operates in such manner that the student secures a thorough grounding in each of the several departments of learning and at the same time obtains a reasonable mastery of at least two fields of study. It is impossible for the individual student to secure a course of study which is one-sided in either scholarship or discipline."

A qualitative factor also is required:

- "1. The letters A, B, C, D, and F shall be used in grading.
- "2. All grades of A, B, and C shall entitle the student to full credit.
- "3. Grades of D shall not entitle the student to credit unless his average including D's shall be C. Deficiencies in average must be made up within a year. Not more than twelve grades of D may be counted towards graduation regardless of average.
- 4. Students shall not be enrolled in classes above Freshman unless they have at least the following credits:

- "Sophomore—48 hours.
- "Junior—96 hours.
- "Senior-144 hours.
- "5. Each student must carry sixteen hours of work unless given special permission by the Faculty to reduce or increase the amount. No student may without special permission take an extra subject unless his average is at least B, and that average must be maintained in order to secure credit for the extra subject. In no case may a student carry more than twenty hours of work without permission of the Faculty.
- 6. No student may take work outside the class-room. No correspondence courses are given."

The general scheme of study is shown in a synopsis of the requirements for graduation:

REQUIREMENTS FOR THE BACHELOR'S DEGREE

I. Required of All Students.

Introduction to College (3 hours). Bible (12 hours). Gymnasium, 6 terms (12 hours). Mathematics I, II (12 hours). English I (12 hours). Foreign Language (24 hours). History I, II, III (12 hours). Social Science I, II, III (12 hours). Philosophy I, II, III (12 hours). A Physical Science (12 hours). A Biological Science ((12 hours).

The above courses in Mathematics, English and the first year of the Foreign Language must be taken not later than the Freshman year; the courses in History and Biology not later than the Sophomore year; the courses in Economics and Physical Science not later than the Junior year; the courses in Philosophy may be taken in either the Junior or Senior years.

II. Majors.

In addition to the above required work each student must select before the beginning of the Sophomore year two majors from those listed below, the courses in each of which shall be pursued in the order prescribed by the departments concerned.

- 1. Bible (48 hours).
 Bible. All courses offered.
 Philosophy V.
- 2. Biology (44 hours).
 Biology I, II, III, and IV.
 Chemistry I.
- 3. Chemistry (36 hours). Chemistry I, II, III, IV, V, and VI.
- 4. English (48 hours).
 English I, II, IV, and 12 hours from other courses.
- 5. French (48 hours). French I, II, and III. Latin I, or Spanish.
- 6. Geology (40 hours).
 Zoology.
 Chemistry I and II.
 Mineralogy.
 Geology.
- 7. General Science (64 hours).
 Biology I, II, III or IV.
 Chemistry I and II.
 Physics I.
 Geology I.
- 8. German (48 hours).
 German I, II, and III.
 German IV, or Latin I, or
 French I, or Greek IV.
- 9. Greek (48 hours). Greek I, II, III. Latin I, or Greek IV.
- 10. History (48 hours). All courses listed except X and XIII.

- 11. Social Science (36 hours). All courses listed.
- 12. Social Studies (56 hours).
 History I to IX inclusive.
 Social Science I, II, III.

13. Latin (48 hours).

Greek I.

Latin I, II, and III or IV.

- 14. Mathematics (36 hours).
 Mathematics I, II, III, and IV.
 12 hours in other Mathematics.
- 15. Music (48 hours). See Departmental Statement.
- 16. Philosophy (48 hours).
 Philosophy (32 hours).
 Social Science I and II.
 Education XXIII.
- 17. Physics (44 hours).

 Mathematics III and IV.

 Physics I and II.

 Mechanics.

 Astronomy.

The essential difference of principle involved in the new curriculum is recognition of the two primary needs of the undergraduate; first, acquaintance with the fundamental facts and cultures of all departments of learning; second, a sufficiently continued study of those subject matter groups which form the scholarship and disciplinary basis of his subsequent vocational activity. It combines the two principles of prescription and election, but, for the most part, restricts the latter groups of studies.

The early curriculum was drawn chiefly from the Latin and Greek languages and literature, and pure and applied mathematics. The course of study of 1832 included a semester of rhetoric, a semester of history, a year of science, a year of philosophy, and an optional semester of French. In 1870 the course in-

cluded a year of rhetoric, a term of literature, two terms of ancient and one of modern history, one term of civics, two terms of chemistry, two of botany, one each of anatomy and zoology, three of astronomy, two of geology, and two of "natural philosophy." To the former courses in philosophy had been added a term each of Evidence of Christianity and Butler's Analogy, and two terms of "Natural Theology." By 1902 these subjects had been expanded to offer three years of English, one year each of History, Political Science, Botany and Chemistry, one term each of Anatomy, and "Physical Science," two terms each of Physics, Geology and Astronomy, and a semester of Sociology. The last subject made its appearance the preceding year. Hebrew, Butler's Analogy, and Theology were the only subjects to be dropped from the curriculum.

The table below shows the number of "unit years" of instruction offered in the various subjects at intervals during the century.

SUBJECTS	1832	1852	1872	1892	1912	1926
Mathematics	31/2	2	21/3	3	4	4
Latin	~ ′ =	3 1/3		2 2/3	3	3
Greek	0.17	$\frac{1}{2}$				3
French	1/2	0 -/-	0	1	3	3
German	0 /2	0	Ô	2	3	2
Spanish	ő	ő	Û.	Õ.	1	2
English	×	†1/3	1 2/3	†1 1/3	†5	5 1/3
Hebrew		2	0	0	0	0
History		1	1 1/3	ĺ	4	4
Social Science		1/3		ī	4	3
Philosophy		$1 \frac{1}{3}$		1 1/3	2	3
Theol. and Religious Work		2/3		2/3		4
Botany	_		$\frac{1}{2/3}$		-	î
Zoology and Biology		0		2/3		3
Anatomy and Physiology		1/3	1/3		1/3	1/3
Natural Philosophy		$\frac{1}{3}$	$\frac{1}{3}$		0	0 1/0
Physics		0 2/0	1/3	î	ĭ	11/2
	- 4	~	$\frac{1}{3}$		2	3
Chemistry		2/3			2/3	2/3
Astronomy		1/3	2/3	1		2
Geology		1/3	2/3	+0	$\frac{1}{2} \frac{2}{3}$	4
Education	10	‡0	0	‡0	9	4

See chapter VIII for Teacher Training. †Drills in Essay Writting and Public Speaking throughout the four years.

SUBJECTS	1832	1852	1875	1892		1926
English Bible	*	*2	*	*1	* 1/2	$4 \ 2/3$
Music	0	0	0	4	8	8
Physical Education	0	0	0	0	2	3

The hurried survey just made of the development of the curriculum of Hanover College reveals that this has proceeded in the direction of increasing scope, liberalization, vitalness, specialization, and democratic character. The increasing scope of instruction does not at all mean that the individual student pursues more studies in 1926 than in 1832. The fact is possibly the reverse. It means that the student body as a group is working at many more things, and that the College is, thereby, assuming leadership in many more activities of society. The institution is thus becoming more socialized. The curriculum is becoming more liberalized in the sense that it offers the student larger opportunity for the intellectual and practical mastery of himself, and of his social and physical environment. It is becoming more vitalized in the sense that it offers an increasing opportunity to the student to come into personal contact with the factors of his own life. It offers him larger opportunity to make his undergraduate study truly pre-vocational. Lastly it is becoming more democratic in the increased possibility of granting the individual student that combination of studies which are best calculated to secure the fullest development of his native abilities. has a larger chance to make the most of himself. This means also that the College serves a more diversified student body.

^{*}Attendance on Sabbath Bible Classes required.

CHAPTER XI.

Entrance and Graduation Requirements.

The first catalogue states, "The candidate for admission to College, previous to his examination, must produce satisfactory evidence that he sustains a fair moral character, and that he has completed the part of the course preparatory to the standing for which he is offered. If he has been a member of another College, a certificate of regular dismission will also be required. No one is admissable to the Freshman class until he has completed his fourteenth year: nor to an advanced standing without a corresponding increase in age."

The rule relating to the reception of students from other institutions has been in force since its adoption in 1832, and there is no evidence to suggest that the College has in any case knowingly violated this regulation. The fairest page in the history of Hanover College is the record of the dignity and fairness of her relations with her sister institutions.

The minimum age requirement of fourteen was subsequently raised to fifteen, but for many years no minimum age has been specified. Admission from the public high schools automatically fixes the age of entrance for the great majority at eighteen or slightly above.

Up to 1869 admission was limited to boys and young men. In an earlier chapter reference was made to the application of the Faculty to the Trustees that

year for the admission of the young women of the immediate vicinity to such classes in the College as were not provided in the village schools. Upon the decision of the Board that the question was "out of order," the Faculty assumed the authority to admit the girls, since it had not been denied them. A considerable number were thus admitted, but their names were not published in the catalogue, and none applied for graduation. At their annual meeting in June, 1880, the Board voted to admit young women on equal terms with men. The first catalogue statement on this subject is of interest:

"At the Meeting of the Board of Trustees at Commencement, in 1880, the College, in all its departments was, with great unanimity, opened to women. The experience of a year has strongly confirmed the wisdom of the step. A larger number of young ladies than was anticipated, at once entered; and their presence has been a constant stimulus to study, to order, and to gentlemanly conduct on the part of the young men. Their standing has been such as to show that they are abundantly competent to do the work of the College." This observation is supported by the record of the forty-five years of subsequent experience.

Admission to Hanover is denied the negro. No other races are barred. In fact there have been many representatives of other races received and a number graduated. The story of the sole negro applicant for admission, and of the action of the Board in sustaining the Faculty in their rejection of the youth has been told. The policy then established has not been changed.

Until the year 1885 all candidates for admission to the Freshman class, except those coming from the Preparatory Department of the College, were subjected to an entrance examination in those subjects, the completion of which was presupposed by the studies of the Freshman year. From 1840 to 1850 the catalogue carried the admonition to parents and guardians that there be "exactness and thoroughness in the elementary studies required," particularly "that there be an accurate acquaintance with the Grammars of the Greek and Latin languages." In 1850 it was announced that examinations will be set in "Arithmetic, Geography, ancient and modern: Algebra; the English, Latin and Greek Grammars; Bullion's Greek Reader, or an equivalent; Cæsar's Commentaries; select orations of Cicero and Sallust." In 1853 three books of Virgil were substituted for Sallust. and the Anabasis was added. But in 1859 Cicero, Virgil, and the Anabasis were removed. In 1861 United States History was added. In 1874 the catalogue states that "Candidates for admission to the Freshman class are required to pass an examination in the studies of the Preparatory Department or in their equivalents." This regulation remained in effect with the exception that candidates for admission to the Scientific Course were exempt from examination in Greek, until 1885, when the College adopted the plan of admitting from approved public high schools upon certificate of the principal. Such schools were required to have a course of study equal to that of the Preparatory Department. In 1907 the requirements were increased to total fifteen units, taking the course in the Preparatory Department as a standard. In 1918 the total was raised to sixteen units, distributed as follows:

Foreign Language, Ancient or Modern	3 units	3
Mathematics	3 units	3
English	3 units	3
History	1 unit	

Since during the first three quarters of the century, the larger number of the Freshmen were received from the College Preparatory Department the scope and character of their preparation is best shown by a survey of the curriculum of the Preparatory Department at different periods:

Preparatory Studies.

1832.

Time: Not specified.

Subjects: Aeneid and Bucolics of Virgil.

Cicero's Select Orations.

Cæsar's Commentaries, 4 Books.

Jacobs' Greek Reader.

Colburn's Arithmetic and Algebra. Gould's Adam's Latin Grammar. Buttman's Greek Grammar.

English Grammar.

Geography.

1852

Time: Not specified.

Subjects: Bullion's Latin and Greek Grammars.

Bullion's Latin and Greek Readers.

Bullion's Cæsar. Bullion's Cicero.

Sallust.

Higher Arithmetic.

Robinson's Algebra, University Edition.

Mitchell's Classical Geography. Coleman's Biblical Geography.

Historical Portions of Old and New Testa-

ments.

1872.

	1872.
Time:	Two years.
Subjects:	Arithmetic 1/3 year
U	Algebra 2 years
	Latin, Introduction 2/3 year
	Reader and Grammar 2/3 year
	Cæsar
	Greek Grammar 1 1/3 years
	Anabasis 1/3 year
	English Grammar 1/3 year
	U. S. History 1/3 year
	Declamation and Composition 2 years
	
	1892.
Time:	Two years.
Subjects:	Arithmetic
· ·	Algebra 1 year
	Plane Geometry, (Books 1-5) 1/3 year
	Latin Grammar and Reader 2/3 year
	Latin Composition
	Latin Grammar
	Cæsar
	Virgil's Aeneid
	Cicero's Orations 1/3 year
	The Anabasis
	History of Greece and Rome 2/3 year History of England 1/3 year
	History of America 1/3 year
	Civics
	English Grammar
	Biology 1/3 year
	Natural Philosophy 1/3 year
	Zoology 1/3 year
	Physical Geography 1/3 year
	1010
m	1912.
Time:	Three years.
Subjects:	Latin 4 units

Grammar and Composition.
Cæsar's Commentaries, 4 Books.
Cicero, 4 Orations, and Composition.
Virgil, 4 Books.
Mathematics 3 units
Algebra, 1½ years.
Plane Geometry, 1 year.
Solid Geometry, ½ year.
English 4 units Grammar and Composition, "Col-
lege Entrance' Literature 1 year
Rhetoric and Composition, Liter-
ature 1 year
Composition-Literature 1 year
Memorizing and Recitation of Six
Classical Selections from Eng-
lish Literature per year
throughout the Course.
Science 2 units
Physiology 1/2 year
Physics
Physical Geography 1/2 year
History 2 units
Greece and Rome 1 year
England
United States
Civics 1/3 year

The Preparatory Department could not properly be classed as a secondary school. It possessed no identity. Its pupils lived, played, studied, and attended chapel with the college students. They were subject to the same discipline, the same appeals. For the most part, Preparatory subjects were taught by the departmental teacher of the College Department, and in his own classroom. For the most part, these classes were well taught, but with the primary object of getting the boy ready in the shortest time possible

for doing the college subject of the department in question. The work was intensive, but not necessarily superficial. The student learned the valuable lesson of intensive application. The Preparatory course was admittedly narrow. It ventured to omit many things which the high school feels it a duty to incorporate, because of the certainty that the boy would have the opportunity to get them later on. Was the college freshman of former days better prepared for college than the present day high school graduate? As individuals, no; as groups, yes. The high schools are sending up many students better prepared than the best product of the Preparatory Department, but they are also sending up many others who in scholarship, mental discipline and attitude, are far inferior.

Until 1857 the Degree of Bachelor of Arts only was conferred, the requirement for which was the completion of the rigidly prescribed four years' classical course of study. For several years a certificate was issued to those who had completed the three years' scientific course, but it was regarded as an inferior degree. In the later years this course was strengthened, and from that date as long as conferred it was theoretically on a parity with the arts degree. Since 1912 only the degree of Bachelor of Arts is conferred regularly.

In the first years of the College, the regulations required the student to carry twenty "hours" per week; that is, an amount of work which required twenty recitations per week. This load later was reduced. From 1889 to 1906 the regular student load was fifteen "hours" per week, or a total of 180 for graduation, physical education and Bible study being considered as extra-curricular. Since 1906 the regular load is sixteen hours per week, or a total of 192 for graduation, inclusive of twelve hours of English Bible,

but not including two years of required physical education.

A significant feature of the administration of the curriculum of any institution is the disposition made of special and irregular students. This part of our story is told from the catalogues: (1841) "Those who do not propose to pursue a full college course are allowed to attend such studies as they desire, either in the Preparatory Department, or as University students in any of the regular classes of the College." (1874) "Irregular or Eclectic Courses will be allowed under the curriculum, provided they do not require hours of recitation additional to those of the regular courses." (1896) "In exceptional cases, and for plainly sufficient reasons, special or Eclectic Courses are allowed; but the number and character of the studies must be subject to the approval of the Faculty." (1926) "Students who are not candidates for a degree may pursue special courses, subject to the following conditions:

"1. The student must be prepared for admission to regular standing in the Freshman Class, or be not less than twenty-one years old.

"2. He must, in the judgment of the professor concerned, be prepared for the subject which he desires

to pursue.

"3. His studies must aggregate not less than six-

teen hours per week.

"4. He cannot pursue any studies beyond the Sophomore year unless he has satisfied the requirements for admission to the Freshman Class, except with special requirements."

with special permission of the Faculty.

"5. All special students are held to the same accountability as regular students with regard to the quality of work, attendance upon classes and other college exercises, and the observance of college regulations.



JOSHUA BOLLES GARRITT, Ph. D., LL. D. Class 1853. Professor of Greek in Hanover 1856-1906.



"6. No student who has failed in a study will be permitted to change from 'regular' to 'special' classification until he has made up all work in which he has failed and secured the consent of the Faculty."

The requirements for graduation in 1926 have been stated in the discussion of the curriculum. Briefly they comprise, so far as subject matter, twelve hours of physical training considered as extra-curricular, and 192 hours of prepared work distributed as follows:

Introduction to College	3	hours
A Foreign Language		
Bible	12	hours
Mathematics	12	hours
English I	12	hours
European History		
Economics and Sociology		
A Physical Science	12	hours
A Biological Science	12	hours
Psychology, Logic, Ethics		

The remaining 72 credits shall be offered in courses so chosen that the student at the time of graduation will have completed two full majors, as prescribed in the several departments of instruction. A major comprises from three to four years of continuous work in prescribed sequence in a particular subject.

Prior to 1912 the regulations provided that the student should achieve a mark of at least 5 or 6 on a scale of 10 in order to receive credit for a subject, with no restriction of the number of these minimum marks, thus making it possible for him to graduate with a general average scholarship of 5 or 6, whatever that might mean. In 1912 the Faculty directed that "The candidate for a degree shall sustain a general average of 8 on a scale of 10 in his course of study as a whole, not falling below 6 in any one." In 1922 the

"point system" of grading was adopted. Term grades are reported on the following scale:

1. A, numerical value, 95-100; B, 85-94; C, 75-84;

D, 60-74; F, (Failed) 0-59.

- 2. A grade of A earns 3 "points" per credit hour; B earns 2 "points"; C earns 1 "point." The student is required to earn a total of at least 16 "points" per term, that is, make an average grade of C. If he falls below this standard in any term credit is "deferred" in all subjects pursued by him that term.
 - 3. Deferred credits may be redeemed:
 - (a) At the discretion of the instructor, by special examination. A fee of \$2.00 is charged for each special examination.
 - (b) By superior work the succeeding two terms, thereby bringing the average of the three terms to C or better, or earning a total of 48 "points" for the three terms.
- 4. Deferred credits not redeemed within the above period are cancelled.

This system was restated as follows in 1924:

"1. The letters A, B. C, D, and F shall be used in grading.

"2. All grades of A, B, and C shall entitle the stu-

dent to full credit.

"3. Grades of D shall not entitle the student to credit unless his average including D's shall be C. Deficiencies in average must be made up within a year. Not more than twelve grades of D may be counted towards graduation regardless of average."

The honorary degrees of Master of Arts, Doctor of Philosophy, Doctor of Divinity, Doctor of Laws, and Doctor of Letters, were granted from the beginning of the corporate existence of the institution. For many years also some desultory effort was made to do graduate work. In 1896, "Candidates for the degree of A. M. are reported to the Board upon their ascertained or acknowledged merits," and "The degrees of Doctor of Philosophy, Doctor of Literature, and Doctor of Science, will be conferred, as in the past, upon teachers of known attainments, and persons engaged in special scientific pursuits, upon ascertained merits. At the same time, persons desiring to make application for these degrees may do so, and if it is thought expedient, courses of study, or theses, leading to these degrees, will be assigned. The degrees of D. D. and LL. D. are purely honorary." The culmination of this effort is seen in the provision stated in the 1914 catalogue:

"Graduate courses leading to the degree of Master of Arts in course will be arranged for individual students subject to the following requirements:

"1. The applicant for the degree must be a graduate of this or another institution of equal standing.

"2. He must do at least sixteen hours of resident

work throughout one year.

"3. The work shall be in at least two different departments, and at least one-half of which shall be in the department in which the student selects to major. Not more than half the work may be done in undergraduate classes.

"4. He shall present a satisfactory thesis upon a subject assigned by the professor at the head of the department in which he shall have chosen to major.

"5. In addition to the regular college bills a

diploma fee of \$10 will be charged.

"The honorary degrees of Doctor of Divinity, Doctor of Laws, and Doctor of Letters are conferred by the Faculty by and with the approval of the Board of Trustees, under the conditions which prevail in the practice of the higher grade of institutions.

"The degrees of Master of Arts, and of Doctor of Philosophy are not granted except upon completion of such assignments of work as are approved by the Faculty."

In 1915 all pretense of graduate instruction was abandoned and the present practice adopted:

"The honorary degrees of Doctor of Divinity, Doctor of Laws, and Doctor of Letters are conferred by the Faculty by and with the approval of the Board of Trustees, under the conditions which prevail in the practice of the higher grade institutions.

"The degrees of Master of Arts, and Doctor of

Philosophy are not granted."

CHAPTER XII.

THE FACULTY.

It is said that the world is composed of Persons and Things, and that the latter are the means by which the former accomplish their purposes. Hanover has always been poor in material resources, but rich in the strength and character of her teachers. Garfield's classic definition of the university as a log with Mark Hopkins on one end and himself on the other, is truly applicable to Hanover College. The glory of the College is in the worth of the men and women whom she has trained, but the explanation of their remarkable service to society is to be found in the teaching efficiency and inspirational power of the eighty odd men and women who have served on the instructional staff these hundred years. In passing it should be observed that personal testimony and other evidence go to indicate that the presidents, all of whom were burdened with financial problems and administrative detail, with scarcely an exception were gifted teachers, and readily led their faculties in class room efficiency.

During the first forty years it appears that the Faculty itself took the initiative in choosing teachers to fill vacancies in their number, formal election resting then, as now, with the Board of Trustees. From 1870 on the responsibility for selecting teachers has rested more and more on the President of the institution, but he has been largely guided, particularly in

filling the more important positions, by the advice of the senior professors.

The Hanover Faculty has never been distinguished for remarkable scholarship, yet at all times it might properly be described as scholarly. In the earlier years the teachers, like the professors in most American institutions of those days, were well trained in the classics, and in what was then called "classical learning." Many of them had some advanced instruction in eastern colleges and universities. Since the "seventies" Hanover professors have kept pace with the growth of modern scholarship and bring to the classroom the fruit of graduate study in the leading universities. The present teaching staff has graduate training in Harvard, Columbia, Michigan, Chicago, Wisconsin, Illinois, Indiana, Iowa, New York, Princeton, Berlin, Paris and Madrid. In the selection of instructors scholarship has received primary consideration, after full assurance as to the candidate's personal character. It has been the policy of the College from the beginning to fill the chairs with teachers whose personal lives exerted a wholesome influence upon the students—to regard what the man is as of more significance than what he knows. It has also been the policy to choose men possessing facility in imparting instruction and power to inspire young men and women with zeal for learning and usefulness. Scholarship, character, teaching skill and inspirational power. Hanover professors have possessed adequate scholarship for the courses they have undertaken, unusually high moral character, a reasonable degree of skill in the technique of teaching-many of them superior teachers, and many of them having rare power to inspire youth for truth and righteousness. All of them were too heavily loaded with classroom and administrative responsibilities to undertake research and other lines of productive scholarship. A modest shelf will hold the books they have written, but the books which they have inspired their students to write fill a respectable alcove in the library.

The older faculty without doubt had a shade more dignity than their successors in office, which is true of all colleges. With the passing of the older type of oratory, of a somewhat fervid rhetoric, the silk hat and the long coat, along with the saddle-horse and the family carriage, there has passed also a certain dramatic quality in manners and conduct. Rapid transit. the increased amount and frequency of mail delivery. the desk telephone, and the immeasurably increased volume of activity, have developed a frankness, a directness, and a democracy of relationships, which result in a new type of college professor. The modern college teacher reads much and widely, fraternizes with all classes of people, belongs to lodges and luncheon clubs, is a leader in sports, and "drives a wicked car." His income from transactions in commercial paper may far exceed his salary. He is short on the classics, but informed in music, art and mechanics. He may need a lexicon to translate his diploma, but be expert in raising bulbs, building radio sets, or restoring old furniture. We can not agree that his culture is less than his seniors'; rather it is different, as all the world is different. We can claim that the modern college professor represents his times at their best.

While Hanover College has not at any time in her history been legally subject to ecclesiastical control, except for a short period as described in a former chapter, the institution has at all times been consciously and consistently an instrument of the Presbyterian Church. All of the presidents and the great majority of the professors have been members of this denomination, although nothing in the charter

or by-laws makes this obligatory. Many have been members of other churches. The only regulation touching this matter is a provision in a contract between the Trustees of the College and the Board of Christian Education of the Presbyterian Church, U. S. A., which requires on the part of the College that no one shall be employed in any capacity by the institution who is not of positive Christian character and of evangelical faith. One-fourth of all the professors and all of the presidents have been ministers. The majority of other Faculty men have been deacons, elders, and other church officers. All have been members in good standing of evangelical churches.

The average tenure of professors and instructors, including those in present service, has been seven years.

Seventeen have served ten years or more. Seventeen from five to ten years. Ten have served four years. Eight, three years.

Thirteen, including two 1925 appointees, two years; sixteen, including six 1926 appointees, one year.

Those who have served ten years or more constitute a Roll of Honor:

Joshua B. Garrett, 50 years. Retired on account of age.

Andrew Harvey Young, 47 years. Died in office. Glenn Culbertson, 34 years. Remains in service.

S. Harrison Thompson, 33 years. Retired on account of health.

John Finley Crowe, 32 years. Retired on account of health.

H. H. Young, 19 years. Retired on account of health.

Peter H. K. McComb, 18 years. Retired on account of health.

Minard Sturgis, 16 years. Died in office.

Arthur H. Woodworth, 14 years. Remains in service.

Richard F. Souter, 13 years. Retired.

Leonard L. Huber, 12 years. Remains in service. Edward J. Hamilton, 11 years. Retired to accept

another position.

Walter C. Gold, 11 years. Remains in service. Reuben S. Lawrence, 11 years. Died in office.

John F. Baird, 10 years. Retired to enter the ministry.

Lloyd L. Alexander, 10 years. Retired.

Frank O. Ballard, 10 years. Remains in service.

At any period in the hundred years there has been a sufficient number of men of long tenure to hold the College true to its objectives, and to assure mature consideration of all measures proposed. But there has also been a sufficient number of men at every period, fresh from the universities and other fields of experience, to keep the Faculty alive to new procedures. In the present teaching corps six department heads have taught in Hanover a total of one hundred years, and six others a total of seventeen years. In a faculty conference the perspective is secured of members trained in twenty-five different colleges and universities.

The teaching load has varied from twenty exercises per week in 1832 to as high as thirty or thirty-five one year when three men gave all of the instruction in the four college and two preparatory classes. But for the greater part of the time the actual load has been from fifteen to seventeen exercises per week. The standard load at the present time is sixteen hours per week.

Hanover salaries have never encouraged extravagance. During the first decade they were from six to seven hundred dollars per year, for ten months' teaching. As a matter of fact the professors frequently received not more than half of their supposed salaries, or received credit for contribution of one or two hundred dollars toward the maintenance of the College. In 1845 a new professor was employed at \$400 for the year. In 1855 the standard was set at \$800, but for several years the men actually received about \$300 only of the amount promised them, and Professor Garritt states that at no time between 1855 and 1872 did the professors receive their salaries in full and when due. In 1868 the schedule was raised to \$1,000 per year, but this amount not fully and promptly paid. The year 1876 brought an increase to \$1,200, but in 'seventy-nine the Board ordered a twenty-five per cent, horizontal reduction of all salaries. Early in President Fisher's administration a schedule ranging from \$900 minimum to \$1,200 maximum was established, and remained in effect until 1919 when the Board ordered a twenty-five per cent. increase of all salaries. The following year the maximum was advanced to \$1,800, and again in 1924 to \$2,000. Those professors who teach during the summer receive a pro rata share of the net income of the term, thus adding from \$400 to \$800 a year to their fixed income. Those who do extension work also add some years as much as \$600 from that source. incomes from teaching of the present Faculty range from \$1,600 to \$3,200 per year.

In Hanover much administrative detail which in larger institutions is performed by deans, secretaries and bureaus, is added to the load of the older and stronger professors. Matriculation, personnel service, registration, discipline, management of extra curricular activities, and similar functions are added to schedules already over full. This condition makes for faculty solidarity and for a valuable contact between the teacher and the administrative problems, but the tax upon time and nervous energy is frequently excessive.

The "small college" is a splendid training school for the development of college professors. The close contacts with other men, and with all varieties of educational and administrative questions, affords a young teacher an invaluable experience. To a rather embarrassing degree Hanover has been a training school for other faculties. Of the sixty-nine professors whose connection with the Faculty has ceased, nine died either in active service or in the emeritus relation; some twenty withdrew from the teaching profession to engage in other professional pursuits: but approximately half of the whole number were called to other institutions at higher salaries. Many others rejected attractive proposals in response to the missionary urge. Six members of the present Faculty have declined invitations to transfer to other institutions at large increases in salary because of their devotion to Hanover.

A significant factor in Hanover College is the intimate personal contact of teacher and student, on the campus as well as in the classroom and laboratory, in play as in work. This relation has always been present, but the evidence indicates that in the earlier years there was a certain austerity on the part of the instructors, and "respectful attention" on the part of the students, which gave way year by year to a natural, friendly, helpful comradeship. Some years ago a New York newspaper woman spent two weeks on the campus, seeking to coin a phrase which would fitly express the spirit of Hanover. The slogan she produced is,

"Friendliness, Naturalness, Service." Those who know the College best accept these words as a faithful portrayal of the personal relations which prevail within the Faculty, the student body, and between students and professors.

Another large factor in bringing about this happy comradeship is the cordial attitude of the Faculty families toward the students. Professors' wives serve as sponsors for sororities, chaperon social functions, assist in the student fetes and entertainments, open their homes for group gatherings, and are ready to mother the boy or girl away from home, or in need of what only a tactful woman can give. Any picture of Hanover College would do an inexcusable injustice. which did not give due credit to the noble, intelligent, loving women of these Faculty families, who for a hundred years have made Hanover a home to the thousands of students who have come this way. In this generous service they were assisted by their own sons and daughters whose more intimate acquaintance greatly strengthened the bonds of sympathy and friendship between the College homes and the student body. This intimacy is beautiful and wholesome. It is Hanover. Possibly nowhere else have family china and silver been loaned for more student functions. Possibly nowhere else of equal numbers have "College widows" broken in more freshmen.

The activities of the members of the Faculty have by no means been confined to the campus. They have been conspicuous in the work of the local churches, of Presbytery and Synod. They have accepted their share of responsibility in town, county and state civic affairs. They are found active participants in all religious, industrial, educational and social gatherings seeking the betterment of conditions in this part of the state. A number of them have been trusted leaders in educational and church reorganization, in legislation, and scientific enterprise. Their contributions as citizens have been by no means small.

The names, degrees, offices and tenure of the members of the Faculty from 1827 to 1927 are appended as a matter of record.

PROFESSORS.

- 1832-1860—John Finley Crowe, D. D., Vice-president, Prof. of Rhet., Log., Pol. Econ. and Hist.; Emeritus Professor.
- 1832-1836-Mark A. H. Miles, A. M., Prof. of Lang.
- 1832-1838—John H. Harney, A. M., Prof. of Math. and Nat. Sci.
- 1835-1837—William McKee Dunn, LL. D., Prof. of Math.
- 1836-1839—Noble Butler, LL. D., Prof. of Lang.
- 1838-1843—Thomas W. Hynes, A. M., Prof. of Math. and Natural Science.
- 1838-1842—Miles C. Eggleston, Prof. of Law.
- 1839-1840—Samuel Galloway, LL. D., Prof. of Lang.
- 1840-1852—Minard Sturgis, A. M., Prof. of Lang.
- 1843-1843—William C. Anderson, D. D., Prof. of Rhet., Log., Pol. Econ. and History.
- 1843-1844—Frederick Eckstein, A. M., Prof. of French and German.
- 1844-1877—S. Harrison Thomas, Ph. D., LL. D., Prof. of Natural Science, Math. and Mech., Phil. and Emeritus Prof. of Astronomy.
- 1844-1852—Absalom C. Knox, A. M., Adj. Prof. of Lang.
- 1847-1848—George M. McLean, M. D., Prof. of Chemistry and Natural History.
- 1850-1856—Jared M. Stone, D. D., Prof. of Natural Science.

- 1852-1857—William Bishop, D. D., Prof. of Greek.
- 1852-1854—William Hamilton, D. D., Prof. of Latin.
- 1854-1855—Henry M. Lott, M. D., Prof. of Latin.
- 1856-1906—Joshua B. Garritt, A. M., Ph D., Prof. of Greek.
- 1857-1859—Augustus W. King, A. M., Prof. of Natural Science.
- 1858-1862-Minard Sturgis, A. M., Prof. of Latin.
- 1860-1868—J. W. Scott, D. D., Prof. of Natural Science.
- 1864-1866—William A. Holliday, A. M., Prof. of Latin and Modern Languages.
- 1868-1879—E. J. Hamilton, D. D., Prof. of Logic and Ment. Phil.
- 1869-1870—Frank H. Bradley, A. M., Prof. of Natural Science.
- 1870-1872—E. Thompson Nelson, Ph. D., Prof. of Natural Science.
- 1872-1873—John Hussey, Ph. D., Prof. of Natural Science.
- 1870-1889—H. H. Young, A. M., Adj. Prof. of Languages.
- 1873-1874—Manuel J. Drennan, A. M., D. D., Prof. of Natural Science
- 1872-1876—W. Nevin Geddes, A. M., Ph. D., Prof. of Latin and Math.
- 1874-1879—John M. Coulter, A. M., Ph. D., Prof. of Natural Science.
- 1876-1900—Frank Lyford Morse, A. M., Ph. D., Prof. of Math. and Mech. Phil.
- 1879-1926—A. Harvey Young, A. M., Ph. D., Prof. of Natural Science.
- 1880-1890—John Faris Baird, A. M., Prof. of Latin, 1880-85; Prof. of Physics and Astronomy, 1885-87; Prof. Ethics and Christian Evidences, 1887-1890.

- 1885-1890—A. P. Kiel, A. M., Ph. D., Prof. of Latin and Modern Languages.
- 1887-1894—Alexander S. Hunter, A. M., Ph. D., Prof. of Physics and Astronomy, 1887-1893; Prof. Ethics and Christian Evidences, 1893-1894.
- 1890-1893—J. Alexander Adair, A. M., Prof. Ethics and Christian Evidences.
- 1891-1909—P. H. K. McComb, A. M., D. D., Professor of History and Political Science.
- 1893- —Glenn Culbertson, A. M., Sc. D., Professor of Physics, Astronomy and Geology.
- 1894-1902—John L. Lowes, A. M., Professor of Ethics and English Literature.
- 1900-1906—Reuben S. Lawrence, Ph. D., Professor of Mathematics.
- 1900-1902—William N. Mebane, Ph. D., Professor of Latin and Modern Languages.
- 1902-1907—Columbus R. Melcher, A. M., Professor of Latin and Modern Languages.
- 1902-1903—Frazer Hood, Ph. D., Instructor in Ethics and English Literature.
- 1903-1904—Loren D. Milliman, A. B., Instructor in Ethics and English Literature.
- 1904-1909—Buford Wiard Tyler, A. M., D. D., Professor of Ethics and English Literature.
- 1906-1912—Paul Prentice Boyd, Ph. D., Professor of Mathematics.
- 1906-1910—Sherman Campbell, A. M., Professor of Greek and Latin.
- 1907-1914—Howard Webster Wolfe, A. M., Professor of Modern Languages.
- 1907-1909—W. Leigh Sowers, A. B., Instructor in English and Latin.
- 1909-1921—Richard Francis Souter, A. B., B. D., Professor of Ethics and English Literature.

- 1909-1914—Harriet Harding, A. M., Instructor in English.
- 1910-1913—Arthur Maris Hadley, LL, B., Professor of History and Political Science.
- 1910-1914—George Lee Phelps, A. M., Ph. D., Professor of Ancient Languages.
- 1910-1914—Donald Ray Belcher, A. M., Instructor in Mathematics; 1912, Professor of Mathematics.
- 1910-1917—Henry C. Montgomery, A. M., Principal Preparatory Department.
- 1914-1918—Thos. J. Beck, A. M., Ph. D., Prof. of Modern Languages.
- 1913- —Arthur Heath Woodworth, A. M., Professor of History and Political Science.
- 1914-1919—Reuben S. Lawrence, Ph. D., Professor of Mathematics.
- 1914-1924—Lloyd L. Alexander, A. B., Director of Music.
- 1914-1917—Charles Henry Oldfather, A. M., Ph. D., Professor of Ancient Languages.
- 1915- —Leonard L. Huber, A. B., Instructor in Chemistry.
- 1917- —Walter Conkey Gold, A. M., Professor of Ancient Languages.
- 1918- Frank O. Ballard, A. M., D. D., Professor of English Bible.
- 1918-1921—Mary Terhune, A. M., Professor of Modern Languages.
- 1918-1919—Harriett Harding, A. M., Professor of English.
- 1919-1921—Charles A. Reagan, A. B., Instructor in Mathematics.
- 1920-1921—Sara E. Conrad, A. M., Professor of Modern Languages.

- 1920-1922—Clem O. Thompson, A. M., Professor of Education.
- 1921-1923—Bryng Bryngleson, A. M., Professor of English.
- 1921- —Jean Jussen Anderson, A. M., Professor of Modern Languages.
- 1922-1923—Laura Rachel Cole, A. M., Professor of Mathematics.
- 1923- —Gerald E. Moore, A. M., Professor of Mathematics.
- 1923-1924—Ernst F. Thelin, A. M., Ph. D., Professor of Education.
- 1924-1926—Charles R. Glazer, B. D., Professor of Music.
- 1923-1925—Esther M. Power, A. M., Professor of English.
- 1924-1926—Cecil C. Carson, A. M., Professor of Education.
- 1925-1926—Mabel Coddington, A. B., Grad. in Expression, Professor of English, and Dean of Women.
- 1925- Josephine Montgomery, A. M., Professor of English.
- 1924- —Russell H. Fitzgibbon, A. B., Instructor in History.
- 1926- Florence L. Sanford, A. M., Professor of English.
- 1926- —Huldah Ferree, A. B., Instructor in Education.
- 1924- —Orville A. Hall, A. B., Director of Athletics and Dean of Men.
- 1926- —Viola Mitchell, A. B., Director of Physical Education for Women.
- 1926- —Harriet Harding Millis, A. M., Dean of Women.
- 1926- —Louis F. Hillman, A. M., Ph. D., Professor of Education.

CHAPTER XIII.

METHODS OF INSTRUCTION.

THE methods of instruction employed in the College have changed in some significant respects during the hundred years. During the first third of the period the attitude of the professors was authoritative and somewhat dictatorial, particularly in the earlier years. The recitation and lecture methods were combined. In the languages the student first mastered the grammar, and then proceeded to read the classics which every educated man was expected to know, with more or less close drill on constructions, and with some considerable practice in original composition in the Latin and Greek. The method was military in spirit, and is in little favor with pedagogists, but it was effective of results. The mathematical subjects seem to have been taught in much the same manner. The courses in history, chemistry, astronomy, botany and other "branches of natural history" were confined as to subject matter to the contents of the adopted textbooks, and the class procedure consisted in transferring their contents to the minds of the students. The ipse dixit of the textbook, ordinarily, was final. When the lecture was employed it consisted in a summary presentation of accepted facts in the same authoritative fashion. No use was made of the library as a supplement to the textbook. The library was for the use of the professor in preparing his lecture material, and for independent reading on the part of the

student, who was rather disposed to use the literary society libraries instead. The acquisition of the largest mass of information was the object, and little thought was given to teaching for inspiration, or for training. Memory was king.

From 1860 on one perceives evidence of more dynamic teaching. It must not be inferred, however, that there was not inspiring teaching before this. Professor S. H. Thompson must have been a masterful teacher. Dr. H. W. Wiley, writing of the College as he knew it during and immediately following the Civil War, says: "In regard to the stimulation in the direction of science which characterized a large percentage of the meager attendance at Hanover in that warharried period, I think the chief credit must be given to Dr. Scott and Professor Thompson. All of the professors were stimulating, but these were stimulating particularly in the field of science." Professor Thompson was a scholar of ability, and his enthusiasm was infectious. He had the power to kindle the imaginations of his students. Dr. Scott belonged to the same generation of scholars but had come to Hanover much later than Thompson. His fame rests upon the fact that his daughter became mistress of the White House, but his real distinction is in sending the students of his day outdoors to find Nature. He aroused in them the spirit of investigation. To his stimulation, more than to any one else, we are indebted for the introduction of real science instruction in Hanover, which spread up state through the labors of Wiley, the Coulters and Young to meet the spirit of Cornell brought west by Jordan.

Dr. Wiley's characterization of the quality of teaching which he received deserves to be reproduced in full.

"My first instruction in Latin and Greek was strictly of the textbook character. I was assigned certain lessons which I studied thoroughly and made very rapid progress. At the end of three months I passed my examinations for the Freshman class. In the College all the instructions were predominantly textbook instructions in all branches. All our professors, however, interjected constant and luminous discussions of interesting points. These were the elements of instruction by lecture; but in every instance our lessons were given us from textbooks.

"In the so-called 'Natural Sciences' we came near having the modern system of lecture instruction in the person of Dr. Scott. He gave us a real lecture instruction in experimental chemistry, of which he was a master. In those days we had a very small faculty. Dr. Wood was president. He gave us many interesting lectures on the Bible, the principles of philosophy and the evidences of Christianity. Still, we had textbooks on all these questions and on history, interspersed with explanatory lectures or parts of lectures. Professor Thompson taught us astronomy and ouranography; the latter on clear nights was the most illuminating talks about the constellations. Our examinations were both oral and written and were very searching and thorough. I received thoroughly fundamental instruction in every branch I studied at Hanover.

"In the recitation room the number of pupils was always small. Each one of us was asked to stand up and read a part of the translation assigned to us for the day. When this was accomplished a general discussion among the pupils in which the professors joined in final decision was indulged in. This discussion had a wide range. It involved principles of construction, hidden meanings of terms, the use of the subjunctive and why, with even a discussion of the Latinity and the eminence of the author. This same

method was employed by Dr. Garritt in our Greek recitations.

"Our mathematics was the most solemn of all our lessons. Professor Thompson was an extremely quiet. solemn, impressive character. Each member of the class was asked every day to go to the blackboard and solve some mathematical problems previously assigned to us. This disclosed whether or not the pupil was simply going by rote or whether he understood the mathematical principles involved. Discussion of these problems was then indulged in, as was the case with the classics. By far the most popular professor. however, was Dr. Scott. He was a man who always had his little joke. We also were glad when he sometimes had the morning prayers, especially if we had a difficult recitation the rest of the morning hour. His was an all-embracing prayer. Nothing was left out either of cis-cerulean or trans-cerulean interest. have known him to use over thirty minutes getting everybody cared for; but his recitation room was quite a different atmosphere. I consider Dr. Scott the most successful experimentalist, considering that he had but a broken glass tube or a saucer for his apparatus. that ever I have heard.

"Subsequently I had the honor of being a pupil of the great Hoffman, of the University of Berlin, who was considered at that time the prince of experimentors. He had at his disposal everything in the world an experimentor should ask for in the way of apparatus, mechanical contrivances and materials; but he was no better experimentor than Dr. Scott."

Upon Dr. Scott's resignation from the Faculty, Mr. Bradley, who had previously been employed by the Trustees to collect a mineralogical museum, was elected to the vacant chair. He was a Yale man, and thoroughly imbued with the new spirit of field work in the Natural Sciences. He gave place after two years to Professor Nelson who had just received his doctor's

degree upon completion of his studies in the Yale graduate school. Nelson not only brought to Hanover the ideal of scientific scholarship but also the conception of the new scientific method.

Professor Stanley Coulter says of Bradley and Nelson:

"The first real scientist, modern in outlook and methods, who came to Hanover was Frank Bradley. He was a Yale man and a very distinguished geologist. His knowledge and enthusiasm and field work impressed the students immensely. He was something unique, apparently believing that knowledge was something to be achieved, not memorized. He was not a tactful man and was soon at loggerheads with the Board of Trustees because of his frank and rather contemptuous unbelief in the Mosaic account of creation. I think he stayed but a year, though perhaps it was two. When he left he joined the staff of Hayden's Geological Survey, taking with him as his assistant, J. M. Coulter.

"Professor Bradley was succeeded by Dr. E. T. Nelson, also a Yale graduate. Dr. Nelson was a young man, smooth-faced (a rare thing in those days) so boyish looking that he was frequently mistaken for a student. Primarily he was a zoologist, but was also greatly interested in Botany, of which he had a fair if not expert knowledge. I had these subjects under him and it was from him very largely that I was turned to science. He used the lecture system and I still have my carefully copied notes of his lectures in Zoology. He was a fascinating lecturer on the subject. work was thoroughly organized, clearly stated and abundantly illustrated. Many years later, when it fell to my lot to give a series of lectures on Zoology, I resurrected my notes of Dr. Nelson's lectures and was amazed at the breadth and clarity of the knowledge that must have served as their foundation. So perfect



ANDREW HARVEY YOUNG, Ph. D.
Class of 1871.
Professor of Chemistry in Hanover 1879-1926.



was his organization of the subject that in my lectures I followed the outline he had given us in his first year of teaching at Hanover.

"I do not recall his lectures in Botany, but I do recall how Young and I, closest of his followers, used to collect plants and take them to his rooms in the evening and work long hours over their determination.

"He was young enough to have the student point of view; he did not take himself nor his work as seriously as did most of the others of the Faculty, was genial, approachable and, I think, looking back, an exceptionally stimulating and inspiring teacher. It was his influence that sent Dr. Young to Sheffield Scientific School for further training and certainly gave me the determination to stay with scientific work through life. I was only under his teaching for one year, but that one year really determined my life work."

Nelson was shortly succeeded by John Coulter whose study of the local flora provided much of the material for his books on botany. Professor Young came after Coulter, and has the distinction of introducing into Indiana the practice of teaching chemistry by the laboratory method. His laboratory was the first in which the students had an opportunity to do individual experimentation. Harvey Young was a great teacher, and breathed deeply the spirit of scientific inquiry. His characteristic classroom admonition, "It is your privilege to investigate," reveals a sound pedagogy and the truly scientific spirit. The union of the scientific attitude with the most consistent loyalty to his Christ made Dr. A. H. Young one of the notable teachers of his day.

The development of the scientific subjects, and the employment of the method of laboratory experimentation and field study in their presentation, inevitably reacted upon and strengthened the teaching in all de-

partments. Hanover experienced the same stimulation from the enthusiasm, energy and emphasis of method in science teaching that was felt in all American colleges since 1870, a reaction which has resulted quite largely in a new type of education.

A very good conception of the quality of teaching in the eighties is given in the rather intimate pictures from the pen of Dr. William Chalmers Covert, a discerning student of that period. One gets a crosssection of the Faculty: "Professor Morse was careful of his students' feelings, but merciless when egotism or indifference prevented his explanations being accepted. By reason of constant traversing of the field, in addition to a keen Yankee mind trained in the old canons of study at Colby, Professor Morse was perfectly at home in integral and differential calculus and other branches of abstract mathematics. He used the blackboard expertly, sprawling numerals and awkward but quickly drawn figures, pointing and talking vivaciously in a dried-up voice. His whiskers were a source of embarrassment and were constantly carressed and at times of meditation held with a tight grip." Dr. Fisher's teaching was "specially effective in metaphysics, moral philosophy, and Christian ethics. He took the students in alphabetical order, and one never knew at what angle he was to be approached. As a teacher, he labored with his students on behalf of clear-cut expression of their thought, tediously holding the student in the grip of his torturing questioning till he was satisfied that the point was clear or entirely beyond the obfuscated mind of the floundering freshman." Professor Garritt was relentless as to the Greek grammar and drilled hard on the conjugation of the baleful irregular verbs. His scanning of Homer before the class was in a singsong chanting voice which I hear across the wide intervals of the years as though it was yesterday I sat in the bookish, musty odors of his classroom." Again, "His teaching was of the old school type, confined closely to the text with grammatical construction, literary interpretation, and historical setting of the passages. As a teacher he was bigger than any teaching method that he employed. His impress on students was the impact of character." Of John F. Baird, Professor of Latin, he says: "He loved to grill a heedless student and knew how to hold up a slacker to scorn. He seemed to know his Virgil and Horace by heart. Amidst the most painstaking analysis of the construction and tedious practice of parsing, he amazed us by keeping everything in his mind. He was a nervous man and confinement at his desk became intolerable. He would walk the floor in front of the class tossing a bunch of keys to the ceiling and catching them as successfully as he caught a lagging student who had ridden his 'pony' too hard for his intellectual good. The grammar was a heroic bit of sheer memory work. It seldom seemed to have anything to do with the reading matter in hand." No better characterization of Professor Young has been written than this: "The buoyant, bubbling personality of 'Banty' in my college days was the most cheering and contagious feature in Hanover. His gift of conversation was almost phenomenal and not even increasing age or infirmities could subdue his love of conversation. A great human heart was its generating source. It made his teaching an illuminating experience. His geniality in no wise prevented him from the most cutting sarcasm when the occasion called for it. He sat generally on a high stool, amidst the jars, test tubes, and odorous apparatus in his miserably equipped chemical department and used a work table for his desk. He was deeply interested in the slowly developing uses of electricity. His disc generator and

Leyden jars were about as far along as anyone had yet gone. Dynamos were yet to be, and incandescent lamps were not practicable until 1892-93. was his forte in those days. He seldom looked at his textbook during recitations, knowing his field perfectly. Had he been privileged to specialize in geology, he would have ranked with the greatest of his contemporaries as a research student as well as preceptor. Our tramps with hammer and bag over the hills of Jefferson County under the leadership of Professor Young lecturing, commenting, explaining in a constant stream of instruction, are memorable experiences of my life. His botany was just as thrilling a subject to him as geology. He was the peer of John Coulter and they made a great pair of scientists of which any university might well be proud."

The picture of the library by the same writer reveals clearly a very significant change which has de-

veloped during the last thirty years:

"The library in the period, 1881-1885, was most meager and unscientifically handled. During the next decade it moved into a commodious room and Lelia Garrett put it into the life of the college. The two literary societies had creditable libraries that opened on Friday afternoons. But classroom and library had not yet correlated as at present. Magazines were so few that no particular one impressed my memory. The old Cincinnati Gazette was the most cosmopolitan paper that reached us, but we depended on the Madison Daily Courier for steady news diet."

The changes in teaching methods which characterize the last third of the century are due to the extension of the laboratory and field study methods of the science courses to other departments of instruction, and to the larger use of the library. In modern college work the library is the center of organization of in-

struction, and the conception prevails that the proper college teaching process is a process of student investigation and solution of real problems: that the student should acquire opinions of his own rather than those of other people; that he should be brought into personal contact with reality rather than with what someone has said about it. The method is analyticsynthetic in process, concrete and realistic as to the subject matter, and looking to the acquisition of knowledge with which the individual may more efficiently live in the several relationships which as a human being he must sustain. Thus modern college teaching tends toward being more scientific and more socialized. It is more ethical in the social sense of that term. In this pedagogical development Hanover has shared with other standard colleges.

The nature of this development is better seen in the character of instruction now given in various departments other than physics, chemistry and geology. Formerly the course in literature comprised a hasty review of English and American authors, consisting of a scanty biography of each, a technical characterization of his style, the list of his titles, with possibly an excerpt of a page or two from one of his works, presented as a sample. The study of literature now consists of reading the masterpieces extensively, not a textbook maker's opinion of them; in class discussion of the literary values involved, historical connections and settings, period characteristics and problems, and the like, with the attempt on the part of the student under the teacher's guidance to organize his findings into a set of principles of literary progress. The professor of history sends his classes to the library to read quantities of source materials, and devotes the class period to the organization of this information into a set of social insights which will give the future

citizens intelligent guidance. The professor of social science not only uses the library for source materials, but sends his students into government reports, takes them on "field trips" to prisons, courts, hospitals and shops. The class in psychology undertakes to learn the facts of human nature by a study of human beings in the original: they have clinics in the hospital for the insane, and in schools for backward children; they study the problems of adolescent crime, crime waves, mob excitement, fads and fashions, going into the newspapers, police court records, and on the street for data. They search for facts as a surveyor hunts for a cornerstone, and for the same reason. The teacher of philosophy takes his class through the ideas of Plato and the atoms of Democritus searching for the alphabet with which to read with proper interpretation the philosophies of the present moment, while the professor of ethics has little time for the metaphysics of conduct, so intent is he upon leading his students up to a Mount of Transfiguration from which they may look down with seeing eyes upon the inescapable relationships of home, church, government and industry, and helping them to find a measuring stick with which to lay out their own lives. Naturally enough the subject matter and methodology of mathematics and the languages have not undergone so great change, yet in these departments one may see the effort to make the student a discoverer. The methods employed in the College at the present time are a combination of textbook study, library research, field study, laboratory experimentation, lectures, seminars, and drills.

A survey of the textbooks used in the College reveals that for the most part Hanover students have had access to the best books available. The long standing rule relating to the selection of textbooks provides that they shall be chosen by the members of the Faculty for their respective departments, subject to the approval of the President. In practice, however, the professors are given entire freedom in the matter.

CHAPTER XIV.

THE HANOVER STUDENT.

HANOVER has drawn her students for the most part from the moderately prosperous middle class families of farmers, merchants, and professional men residing in southeastern Indiana and the adjacent portions of Kentucky and Ohio. Except during the first decades the opportunities for student employment have been so meager that comparatively few students have been in attendance whose families were unable to provide for their expenses. On the other hand, the situation and traditions of the College have combined to discourage the patronage of the wealthy. This fact has operated to give Hanover a sturdy, intelligent, sensible student body, of good, substantial lineage, purposeful, appreciative, and unspoiled by social precocity. They are the grandchildren and great-grandchildren of the English, Scotch-Irish, Swiss, French Huguenot, and early German pioneer families who crossed the Alleghenies, and later the Ohio, to find new homes in an atmosphere congenial to freedom, intelligence, thrift, and evangelical Christianity. The Hanover tradition combines these virtues, and the select character of her students these hundred years is the primary reason for the conspicuous part they have played in the life of state and nation.

The subjoined table of "The Source of Students by Decades" presents effectively the fact that Hanover is primarily an Indiana institution, although Kentucky. Ohio, and Illinois have contributed respectable numbers. During the first two decades a small number of Mississippi and Tennessee students came to Hanover. The decrease in number of students from the South after the Civil War is not more noticeable, however, than the loss in attendance from Ohio and Pennsylvania. The fact is the College never had a large number from south of Mason and Dixon's Line, and there is little evidence that sectional feeling had much influence. Immediately following the War of the Sixties the economic depression, in the South especially, greatly affected college attendance. Since 1880 the development of public high schools, and of colleges and universities, in Indiana and her neighboring states, has made college attendance more a matter

of mere propinguity.

Up to 1837 the "Manual Labor System" and the theological department were the chief factors of advantage at Hanover. From 1845 to 1890 denominational bias was a large factor in turning students to the College. But since the latter eighties accessibility has been the primary factor. With Hanover, as with other liberal arts colleges, the great majority of her students, particularly during the last forty years, have come from within a radius of fifty miles. clearly shown in the table on "Source of Indiana Students." The percentage of the total enrollment affiliated with the Presbyterian Church is at present less than forty, and the number of children of alumni coming to the "college of their fathers" has never been large. Church affiliation remains a large determining factor with those students who are preparing for religious work, and in those smaller communities in which the Presbyterian minister retains something of the denominational bias and zeal of his grandfather. Many enthusiastic alumni turn students, even from

distant states, to their Alma Mater, but accessibility and the service offered are the principal factors governing enrollments here as elsewhere at the close of the century.

Source of Students by Decades.

			10000					0.			
BY STATES	1832	1842	1852	1862	1872	1882	1892	1902	1912	1922	
	- '33	- '43	- '53	- '63	- '73	- '83	- '93	- '03	-'13	- '23	
Indiana	. 31	59	85	58	93	103	120	91	197	445	
Ohio	. 15	6	25	2	17	7	2	5	5	2	
Kentucky	. 13	19	34	18	12	7	22	4	3	9	
Illinois	. 6		4	9	4	4	5	11	7	10	
Alabama							1				
Arkansas		1			1				1	1	
Colorado									1		
Iowa				2	2	2	1				
Kansas					1		1		2	1	
Louisiana		1	3			2					
Michigan			1	1							
Mississippi	. 4	6	10			1					
Missouri	. 2	2		2	1	1	1		1		
Nebraska				1							
New Jersey		1	1			1					
New York	. 1		1					1			
New Mexico									1		
Oklahoma	,						2	1	1	1	
Oregon							1				
Pennsylvania	. 6	1	4	1							
Tennessee		2	9	1	2		1				
Texas			1		1	2	1	4			
Virginia	. 5		3								
Wisconsin							3				
West Virginia .									1		
China									1		
England		2	1								
India						1			1		
Macedonia									1		

Source of Indiana Students by Decades

BY COUNTIES	1833	1843	1853	1863	1873	1883	1893	1903	1913	1923
Jefferson	. 11	37	29	28	27	66	65	57	98	117
Clarke	4	3	2	4	7	14	10	9	23	71
Scott					2		1	2	13	53 .
Jackson						4	1		2	17
Jennings			4	1	. 3	3	4		4	27
Ripley							2		1	26
Switzerland			7		3	5	9	1	5	33
Floyd	. 1	1	2	2			1		1	2
Washington			2	3	1		2		1	29
Harrison					4	2	1	2.	1	2
Orange			2				2		1	1
Lawrence				1	2		1		3	9

BY COUNTIES 1833	1843	1853	1863	1873	1883	1893	1903	1913	1923
Bartholomew		1		2	1		1	1	2
Decatur 3	2	2	i		$\overline{2}$	2			3
Rush		3		i				2	2
	• •	1	3			2			4
Shelby	• •	2	3	4	2	1	2	6	6
Monroe		_		1		1			1
Henry	• •	• •	2	1				3	9
Montgomery		2			• •	• •	6		1
Clinton	1	1	• •	• •		• •			2
Cass		2	2				• •		1
Carroll		1	1	1		4			2
Madison							1		1
Grant						1		1	
Howard						• •		3	
Wabash							• •	2	
Miami							1		3
St. Joseph							2	1	5
Allen		1							
Owen 1							1		
Dubois 1									
Hamilton 1									
La Porte	2								
Johnson	4	4		11	4		1	4	5
Gibson	3								
Delaware	2				1				
White		1							
Parke		ī					1	1	
Putnam		ī							
Tippecanoe		3	2					3	
Knox		2		4	3		1	2	
Ohio		ī			Ü				1
Dearborn					1				
Vigo			1						
	• •		1	1				1	
Davies	• •	• •	1	4					
Wayne	• •	• •		_	• •	• •	• •		• •
Spencer	• •		1						1
Vanderburg			1	1			• •	1	
Jasper				2		1		1	• •
Boone	• •			1		1		• •	• •
Huntington	• •			1				• •	• •
Fayette	• •			1		1		• •	
Pulaski									1
Union				2					
Perry						3			2
Adams					, .	1			
Martin						1			
Elkhart							1		
Green								2	
Randolph								2	1
Whitley								1	
Hamilton						• •		ī	
Vermillion						• • •	• • •	î	
Hendricks							• • •	î	• •
Newton	• • •						• •	î	
Fountain			• •				• •		i
Lake						• •		2	т.
230020			* *						* *

The large representation from Jefferson County is to considerable extent explained by the fact that the preparatory department was the only secondary school within the reach of much of the county, and during the first half of the century was considered superior to the county seat private and public high schools. The following table is suggestive:

			Jefferson County	Jefferson County
	College	PREPARATORY	College	PREPARATORY
YEAR	STUDENTS	STUDENTS	STUDENTS	STUDENTS
1833	40	48	3	8
1843	44	55	21	16
1853	122	60	22	7
1863	76	19	18	10
1873	95	39	9	18
1883	69	73	29	37
1893	113	48	44	21
1903	81	36	38	19
1913	163	59	62	36
1923	469		117	

Total Net Enrollment by Years.

	Pre-			
	PARATORY	College		
YEAR	DEPART-	DEPART-	EXTENSION	TOTAL NET
ENDING	MENT	MENT	CLASSES	ENROLLMENT
1833	52	35		87
1834	113	63		176
1835	119	101		220
1836	118	89		207
1837	72	87		159
1838	49	62	7 - Fe -	111
1839	72	33		105
1840	51	4 5		96
1841	52	33		85
1842	33	52		85
1843	47	44		91
1844	72	14		86
1845	89	8		97
1846	47	40	• •	87
1847	66	38		104

Total Net Enrollment by Years.

	Total P	set Filton	ment by rea	15.
	Pre-			
	PARATORY	College		
YEAR	DEPART-	DEPART-	EXTENSION	TOTAL NET
Ending	MENT	MENT	CLASSES	ENROLLMENT
1848	110	49	02220020	159
1849	113	70		183
1850	81	79	• •	160
1851	100	98	• •	198
1852	100	84	• •	184
1853	100	83	• •	183
1854	127	76		203
1855	88	72	* *	160
1856	71	61	• •	132
1857	73	64	• •	137
1858	68	64	• •	132
1859	58	39	• •	97
1860	59	45	• •	104
1861	54	56	• •	110
1862	35	66	• •	101
1863	42	53	• •	95
1864	71	40	• •	111
1865	41	42	• •	83
1866	54	30	• •	84
1867	45	30	• •	75
1868	28	28	• •	56
1869	45	35	• •	80
1870	89	52	• n	141
1871	47	110	• •	157
1872	44	132	• •	176
1873	39	95	• •	134
1874	37	87	• •	124
1875	60	71	8 0	131
1876	61	74	• •	135
1877	59	$5\overline{2}$	• •	111
1878	36	66	6 B	102
1879	44	56	• •	100
1880	45	57	• •	102
1881	63	60	• •	123
1882	65	64	• •	129
1883	73	69	• •	142
1884	68	77	• •	145
1885	64	95	• •	159
1886	57	98	* *	155
1000	01	90	8 6	199

Total Net Enrollment by Years.

Pre-

	PARATORY	College		
YEAR	DEPART-	DEPART-	EXTENSION	TOTAL NET
ENDING	MENT	MENT	CLASSES	ENROLLMENT
1887	44	87	4.4	131
1888	58	78		136
1889	47	93		140
1890	58	97		155
1891	55	108		163
1892	68	115		183
1893	50	113		163
1894	35	102		137
1895	34	110		144
1896	33	92		$\overline{125}$
1897	32	70		102
1898	47	88		135
1899	54	101		155
1900	66	78		144
1901	35	87		122
1902	29	83		112
1903	36	80		116
1904	32	91		123
1905	38	7 9		117
1906	30	100	• •	130
1907	26	91		117
1908	35	68		103
1909	75	128		203
1910	73	130		203
1911	72	154	• •	226
1912	61	194		255
1913	59	163		222
1914	67	167		234
1915	57	187		244
1916	65	169	0 0	234
1917	73	214		287
1918		224		224
1919		281		281
1920		272		272
1921		313		313
1922		371	* *	371
1923		467	106	573
1924		502	81	583
1925		529	101	630
1926		503	215	718

The government of the students in Hanover is properly described as a benevolent paternalism, with an increasing disposition to give the student larger freedom and proportional responsibility for his conduct. There has been a gradual reduction in the number of regulations and an increased emphasis of principles which should govern conduct. This is especially noticeable since the closing of the Preparatory Department. The ideal is that of individual responsibility for keeping the moral and civic law, and for maintaining conditions necessary for efficient studentship.

A perusal of the minutes of Faculty meetings supplies abundant evidence of a steadily improved morality and increased dignity of student conduct in Hanover. Drunkenness, gambling and rowdyism, very conspicuous here, as in other colleges in the earlier vears, have to a great extent disappeared. The admission of women may have had some influence for the better, but the development of athletics and other modes of student self-expression without doubt have contributed much more to the improvement of the conduct of the young men. To the larger individual freedom and provision for wholesome sport, must be added the increasing refinement of society in general. In his religious life the modern student is, on the whole, as loval to the standards as those of the first decades. He is not so conspicuously pious, but, on the other hand, his wicked classmate is not so conspicuously unregenerate.

The minutes of the weekly meetings of the Faculty the first half of the period under review read very much like the blotter of a police court. Intoxication, gambling, profanity and rowdyism are the familiar charges, frequently all appearing in the same indictment. Fighting, sometimes with the drawing of



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weapons, appears on numerous pages of the record. In the trials the Faculty was studiously careful to observe the rights of the students and obviously disposed to be charitable toward the follies of youth. They were ready at all times to pardon and reinstate the offender if he exhibited a reasonably earnest purpose to behave himself. The penalties most commonly inflicted were expulsion, suspension, and public reprimand. Some of the suspensions are amusing in the light of conditions existing. In June, 1837, one Stewart, a sophomore, was found guilty of "getting intoxicated, fighting and neglecting his studies." was resolved that "he be directed to go into the country Friday morning, and there remain one week." At the same meeting of the Faculty it was resolved, "That as it is impossible for the Faculty to make regulations embracing every variety of misdemeanor that may be committed, and as the good sense of every student is sufficient to decide what conduct is right and what is wrong, the Faculty will consider themselves bound to punish all palpable breaches of propriety, even if the students have not been previously warned against the particular offenses committed."

To be sure, many of the offences were committed by the students wholly in giving relief to their surplus energy, and as the natural reaction to petty restrictions. Many of the offenders grew up to become the most beloved alumni. The record book, in which a careful account was kept of all cases of discipline, has within its confidential covers the names of honored ministers of the Gospel, lawyers and teachers. Here one finds the name of a man who has rendered distinguished service on the Board of Trustees for many years—his offense on one occasion, going home for the week-end without permission; on another, helping to remove a quantity of lumber from the premises of a

prominent citizen. Another prominent alumnus, at the present time quite conspicuous in the administration of the church, was notified to reduce his devotion to the young ladies of the campus, and increase his attention to history, if he desired to graduate. One of the most prominent ministers of the early day, occupying the best pastorates in Cincinnati and Louisville the better part of his life, was dismissed and degraded in 1835 for "playing at games of chance." The record of his case reads: "Resolved, That Mr. ——, a member of the Junior Class, being found guilty of the same crime, be dismissed for the remainder of this session and degraded one year in his standing." Two days later a number of others "who had in a written communication confessed themselves guilty of playing cards" were reprimanded, and the worst offenders dismissed. A few days after this action all were restored to good standing upon condition that they sign an agreement "not to play cards again whilst members of this institution, not to allow card playing in any rooms, nor to frequent the company of those who play cards."

Prior to the incorporation of the institution as a college it appears that discipline of the students was exercised by the Church Session. One of the most sensational of a number of rather lively church trials of the period was the prosecution before the Session of a student on the charge of lewdness who, his roommate, as prosecuting witness, declared had expressed in private conversation curiosity with regard to sex experience.

Running off to Madison and swimming in the Ohio River on Sabbath evenings gave considerable trouble, the former offense leading to a number of dismissals. The record for June 29, 1853, contains the following "The Faculty having ascertained that some of the

students were in the habit of going to the river to bathe on Sabbath evening, it was directed that the President should take the earliest opportunity to remark upon the subject at chapel service."

The "Minute Book" is filled with evidence that the Faculty had a rather well developed sense of humor. Dr. John M. Coulter was secretary for several years and the record under his hand is interesting reading. "Faculty met. Prayer meeting led by ——," is a familiar line across the page. His record of the disposition of cases of discipline sparkles. Of one case he wrote, "In the case of Mr. —— it was decided that he be rusticated for the rest of the term."

A standing rule of many years during the middle period required the students to inform the college authorities of the misdemeanors of their classmates, while at the same time the Faculty dealt with lying as an unforgivable offense. Between these two horns of their dilemma, many young fellows found themselves in embarrassing predicaments. The curious phenomenon of former student life, known as "the Bogus," seems not to have assumed the same degree of vulgarity and indecency at Hanover as in some of her sister institutions, yet the epidemic had to be faced for several years. The Bogus was an anonymous sheet issued surreptitiously, usually on the eve of Commencement or a similarly prominent public function, in which the characters of professors, prominent students and townspeople were assailed in language ranging all the way from sophomoric sarcasm to the vilest slander. One excerpt from the "Bogus program" of the 1871 commencement day exercises will illustrate this type of student humor in its most innocuous form:

"This gentleman has well chosen his subject, and if he is consistent with his cause in life, will defend the cause with all his reasoning powers. His life in College has been spent in one grand monopoly: so much so that all other youths have given up the pursuit, and trouble H--- no more by their insidious rivalry. You have now before you a choice specimen of '71. We shall, in order to make the matter plain, liken the class to a drove of hogs, and the faculty as their keepers. Long and faithfully have they crammed these shotes with the corn of knowledge and the slop of accomplishments, until here they stand before you-sleek and well fed: their keepers ready to palm them off for good stock on an unsuspecting public, and to dispose of them clad in the skin of a sheep to make you imagine they are as innocent as lambs. But their hoggish propensity will eventually show itself, like the ass's ears from the lion's skin, and they will stand forth as full grown swine."

With the growth of the democratic spirit in recent years there has appeared more of cooperation between the authorities and student leaders and the disappearance of class strikes and other forms of protest of alleged Faculty arbitrariness. Increasingly the details of student conduct have been referred to the student government associations of the dormitory and the fraternity houses. Questions of policy are given legislative form by the Faculty after a mutual understanding has been arrived at between officials and students. Rarely have students been unwise as to the policies which should prevail, and as rarely remiss in meeting the responsibilities placed upon them.

CHAPTER XV.

STUDENT ACTIVITIES.

1. Literary Societies.

The extra-curricular activities of the modern college student occupy a far larger place in his program than in the affairs and interests of his predecessors a century ago, so large a place that Woodrow Wilson feared that the side-shows might come to over-top the main tent. That his fears were not unfounded every college administrator understands quite well. Better perspective, however, reveals that these activities have grown more numerous, more costly, better organized, rather than commanding more of the time and energy of the student body as a whole than at the beginning of the Hanover period. It is doubtful whether the mind of the present day student is focused on 'secondary interests" to any greater degree than was true fifty years ago. The older alumni deplore the volume of student energy going into athletics and social life, and clinch their argument by pointing to the glory of the literary societies of the earlier period.

For three-quarters of a century the literary societies were a vital factor in the educational program of the College. The student was expected to secure the necessary literary training, particularly in public speaking, in the work of these organizations. For much of this time also they provided him with library facilities. That the service rendered was of the high-

est value must be recognized, as must their value in providing an outlet for surplus student energy and an opportunity for the development of initiative. growth of new activities, particularly the fraternity, athletics, publications, dramatics and social functions, led toward the turn of the century to the weakening and downfall of the literary societies. As the World War came on, the women's societies suspended meetings in order to take up Red Cross work, and allowed their organizations to disintegrate entirely. The men's societies likewise suspended meetings, but after the close of the war merged the two organizations into one society called "Philal-Union," which meets with a fair degree of regularity, but is in a feeble condition. The service which the societies formerly rendered is now supplied in standardized courses in the Department of English. The story of the literary societies up to 1907 is well told by Dr. Garritt:

"The Literary Societies have been a prominent feature in the educational force of the College almost from the very beginning. It was near the close of 1830, (Dec. 2) that the students of the Academy determined to form two societies. That this might be done amicably, and that the talent then in College might be equally divided, so that in the race before them, these two societies might start fairly, a committee was appointed to divide the students into two groups.

"The result was the formation of the Union Literary Society, which adopted the motto, 'Vis Unitate est,' and the Philosophronian Society, with the motto, 'Knowledge is Power.' The first president of the U. L. Society was Rev. C. K. Thompson; that of the

Philosophronian was Rev. D. V. Smock.

"The Manual Labor System soon brought a large number of students to the College—so large that it was thought desirable to form a new society, and so in 1834 a new one was formed by the voluntary withdrawal of six members from each of the old societies and their union under a new name and constitution. The name chosen was 'Chrestomathean,' which was, however, soon changed for 'The Whig,' with the motto, 'Genius like the Eagle is Free.' This new society was organized in some respects on different principles from the others. The Union Literary and the Philosophronian were, while purely literary in their aims, entirely secret from each other and from the outside world. The new society, on the contrary, though sitting with closed doors, did not pretend to keep any of its business nor its officers secret. It moreover, at the first meeting, limited its membership to a definite number, though this limit was afterwards removed. An unanimous vote also was necessary for the admission of new members.

"The Manual Labor System proved a failure here and was abandoned in 1839. As the large number of students had been one great reason for the formation of a new society in 1834, the decrease in the number of students in 1840 was a reason for consolidating the three societies into two. For reasons not fully known, there was more sympathy felt between the Whig and the Philosophronian societies than between either and the Union Literary. Accordingly these two united in October, 1840, choosing for their name, 'Zelomathean,' which a week later was replaced by the name 'Philalathean,' with the motto 'Excelsior' and as a device a soaring eagle. The first president of the new society was William H. Finley.

"It would extend the account to too great a length, and would prove monotonous and uninteresting to go into the details of the history of the two societies, which have continued down to the present time (1907) in active life. Only a few matters of special importance can be noticed.

"In July, 1837, a dreadful tornado swept over the village of Hanover and demolished in part the college edifice. The two societies had their halls in different

parts of the building. The wing in which the Union Literary Society held its meetings was so badly wrecked that it had to be torn down. That society lost all its furniture and many of its books. After the building was finally repaired, a new hall in the north end of the second story was given to the U. L. Society, while the Philalathean occupied a long and somewhat narrow room in the southwest end of the same story.

"Both societies also suffered when the College was removed to Madison in 1843 under Dr. MacMaster. They were removed with their furniture and libraries to that city: but on the opening of the Hanover Collegiate Academy the next year, the Philalathean Society, after several contradictory votes in successive meetings, succeeded in obtaining peaceable possession of their effects, and returned with their furniture and library to Hanover, took possession of their old hall, and held their annual exhibition in Hanover instead of Madison. The Union Literary Society was reorganized in the Academy by a few members who remained in Hanover, and ultimately regained possession of their library and other effects. In consequence of the removal, the Union Literary Society held no exhibition in the spring of 1844, the only time in its history.

"Another society had, however, been organized in the Academy, the "Erodelphian." This society held one exhibition, but disbanded on the reorganization of the other societies.

"The coming of the Greek Fraternities into the College in 1853 was the occasion of strife and discord in the Literary Societies. This, owing to the fact that a large number of the fraternities were members of the Philalathean Hall, culminated, in 1856, in the adoption of a new constitution, and a new motto, amid great discord and heart-burnings. In the following spring, however, the adherents of the old society and motto proved too strong for the innovators, and the old name, motto, and device were restored. The Union Literary

Society, fortunately, in a great measure escaped this experience of discord.

"In 1857, November 13, the two societies took possession of their halls in the New College Building. (What is now Classic Hall.) They closed their work in the old halls with appropriate exercises, and marched in fraternal procession, with the Faculty at their head to their new home, where appropriate exercises were held in what is now the Morse Mathematical Room, then used as a chapel. Dr. Crowe, by request, gave a short history of the College and of the societies. Additional speeches were made by all the members of the Faculty, and then the members of the two societies were dismissed from the chapel to hold separate meetings in their own halls. First, all went to the U. L. Hall, where the 'Lits' were welcomed by the 'Philals,' thence to the Philal Hall, where the 'Philals' were welcomed by the 'Lits,' and then each society held a short private meeting in their respective new abodes.

"Both of the societies had been looking forward to this event with great interest for some years and had been saving up their means, and were now able to furnish their halls and libraries very beautifully at an

expense of about \$500 each.

"The second year of the presidency of Dr. D. W. Fisher was signalled by the opening of the full course of the College to young ladies. This resulted in the organization in 1880 of a young ladies' society. They chose the name 'Zetelethean,' with the motto 'Plus Ultra.' In 1888-89, when the number of young ladies in the College had increased sufficiently to justify it, a second ladies' society—the 'Chrestomathean'—was organized. Both of these young ladies' societies have pleasant halls on the first floor of the main college building.

"The exercises of all these societies, consisting of essays, declamations and debates, have from the beginning been held on Friday afternoons and evenings,

and public exhibitions given every year."

The following resolution reported by a joint committee of the College and Seminary in 1836 is introduced to show how far educational thought has progressed since that time:

"Resolved unanimously that it is with deep regret the Board of Trustees of Hanover College has seen a pamphlet, recently printed at 'Hanover Press,' entitled, 'Preamble and Constitution of the Anti-Slavery Society of Hanover College and Indiana Theological Seminary.'

"The Trustees and Faculty of Hanover College simply desire the public to know that no such society is authorized by them; nor will be encouraged by those who are interested with the management of the institution. They moreover have reason to believe that at least nine-tenths of the students connected with the institution entirely disapprove and condemn the course pursued by said Society. It has been the uniform wish and practice of the Faculty of the College, as far as may be consistent with the freedom of personal and private opinion, to discountenance among the students the public discussion of those exciting questions which at present agitate the American public. A leading principle with the authorities of the institution has been to impress the minds of the students that they come here, not to attempt to guide the public mind, but to be qualified to act an eminent and useful part in future life. They are taught to obey that they may be prepared to command."

In addition to the societies for which Professor Garritt accounts and the above abortive effort to organize an Anti-slavery group, there was the Brougham Rhetorical Association which gave its first and only exhibition in 1837, if the records are correct; and the Oratorical Association organized in 1875 and active to the breakdown of the State Association in very re-

cent years. The Oratorical Association gave annual exhibitions, and the selection of its officers and its representative in the state contest, was the occasion of frenzied political struggles that sometimes ended in near-riots. At this distance one may surmise that the consuming enthusiasm for these contests was not the expression of deep-rooted interest in oratory so much as a manifestation of Hoosier genius for politics.

The students in those "good old days" got great joy out of their exhibitions. Performers were groomed by their respective groups as horses for a race. The approaching program was the topic of conversation at the table, on the campus, and in the exhilarating presence of the college widow. The church was decorated for the occasion with flowers, evergreens and bunting. Bands played, and the people cheered. The successful performers were acclaimed the heroes of the countryside. They were the Babe Ruths and the Red Granges of their day. Not satisfied with the annual functions of the literary societies the classes had exhibitions, and national holidays were occasions for a flow of student oratory.

The program of the "Annual Entertainment of the Philalathean and Union Literary Societies, February 22, 1874," is typical of the programs of all class and society exhibitions:

Music	Invocation	Music
Salutator	y English Thoughts on	America
(Charles E. Shively, Cambridge City	
	Music	
Oration .	The Hour and	the Man
	C. N. Clapp, Scipio	
	Music	
Oration	The Praise of F	Posterity

J. H. Bright, Dayton, Ohio

Music

OrationOur Trust

J. L. Taylor, New Washington

Music

Music

2. Christian Associations.

Hanover College is the birthplace of the Student Christian Association movement. In the middle seventies Luther D. Wishard demitted from Hanover to Princeton for his Senior year, taking with him the idea of the college Y. M. C. A. which he planted there. After graduation he conceived the further idea of extending the college association into all the colleges and universities of the world, and gave the best years of his wonderfully dynamic life to this dramatic enterprise. Thus the movement in which Dr. Garritt was active from its inception in the year 1848, was borne around the world. The small chapel erected in 1883 was the first structure erected on a college campus to house a Young Men's Christian Association.

There is some difference of testimony regarding the exact date and manner of transferring the student religious activity from the original Society for Religious Inquiry to the Y. M. C. A., but Dr. Garritt was in active connection with the movement from 1848 to 1907 when he prepared the statement printed herewith, and was engaged in collecting data for his manuscript at the time of the reorganization. Dr. Garritt's account is as follows:

[&]quot;'The Society of Religious Inquiry' was organized



SCIENCE HALL.

Erected 1897. Destroyed by fire 1919. Rebuilt 1920.



in Hanover College in 1848. The object of the organization as stated in the Preamble was as follows:

"For the purpose of investigating Religious Truth and inquiring into the present state of the Church and the world, we, the subscribers, form ourselves into a society to be called the Society of Religious Inquiry of Hanover College."

"The first meeting of the society was held October 7, 1848. This was for the purpose of organization and four days later, twenty-two students signed the Constitution. The meetings were ordinarily to be held monthly. The first one for actual work took place November 11th. The sessions were public and for many years were attended by the citizens of the village, as well as by the students of the College. The exercises consisted of investigation and reports upon the religious conditions in the different parts of the world; histories of special missions; the workings of the various missions; biographical essays of men and women who have been prominent workers; orations and debates; and other profitable exercises.

"During the war, and for some years subsequent, the number of students had so decreased that the interest in the work of the society greatly diminished; but in 1869 an effort was made to reorganize and revive the organization. Professor Garritt was requested to deliver an address on the occasion, which it gave him great pleasure to do.

"In the reorganization it was thought best to give up the old name of the society and to take the name of Young Men's Christian Association of Hanover College; and at the same time to adopt the methods and work of such associations in other places. Under this designation the society has continued to the present time.

"In 1883 the Y. M. C. A. Hall was erected; students, professors, citizens and friends of the college uniting in furnishing the means. It was completed and dedicated at the semi-centennial Commencement of the

College in 1883. Rev. Dr. George C. Heckman, a former president of the College, delivered an excellent and appropriate address, and took part in the other exercises of the occasion. This Y. M. C. A. Hall is supposed to be the first college hall of this Association erected in the United States.

"In 1884-85 the young ladies also organized a Y. W. C. A. branch. The two societies hold their meetings in the same building, sometimes separately and sometimes jointly."

3. Fraternities.

Fraternities were not welcomed at Hanover with any very warm enthusiasm. For many years they were outlawed by order of the Trustees. In 1855, three years after their appearance on the campus, and probably at the instigation of the newly elected president. Dr. Edwards, the Board issued the following statement to the Faculty and students: "Resolved. That this Board disapproves of the existence among the students of Hanover College of any Society or Organization of which the Faculty are not ex-officio members; and will not permit the public exhibition of any such society." In February of the following year the Faculty pledged themselves as a Faculty to "earnestly cooperate with the Board by the use of all honorable means for the attainment of the expressed design of the Board in relation to secret societies in this institution." The 1855 resolution of the Board was published annually in the catalogue for ten years. with the addition in the years 1864 and 1865 of a further resolution adopted by the Trustees as follows: "Resolved, That the students of this institution are prohibited from organizing and becoming members of secret and political and literary societies of which the Faculty of the College are not honorary members: and further, that a violation of this resolution by any student shall be disciplined by the Faculty in such a manner as by them shall seem to be right." This action of the Board was in response to the proposal of the Faculty that the following clause should be added to the matriculation pledge: "I solemnly covenant that while a member of this College, I will not join any secret society of which the Faculty are not ex-officio members, and will not exert any influence by vote, word or persuasion upon any other student to join such society," a suggestion which the Board did not approve. The following paragraph from the Garritt manuscript relates the outcome of the twelve year struggle between the College authorities and the fraternities:

"The Question of Secret Societies (i. e. Greek Fraternities) in the College, which all through these years has been a source of annoyance and conflict between Professors and Students, since the Faculty desired to obey the Board, but did not wish to proceed to extreme measures, while the students persisted in retaining their fraternities, was finally brought to a conclusion in 1866 by the repeal of the rule passed in 1855. The result of this action was to give the Greek Fraternities the right without question to exist in the College."

4. Publications.

The College does not possess a complete file of the various publications which have been undertaken. They have been many and brief of career. They have come and gone with the passing of the gifted students who possessed the energy and ability to carry on with their enterprise in the face of impending bankruptcy. The early financial difficulties of the College were created in the effort to publish a church paper, *The*

Western Presbyterian. The Bulletin of Hanover College, published quarterly, is now in the nineteenth volume. Of student publications the library has partial files of the Gnivri, a college and literary journal, published the year 1875-76 by Charles C. Heckman, James B. Swing and other associates. October, 1877, John F. Baird and others presented Vol. I No. 1 of the Hanover College Monthly. In September, 1880, The Hanoverian appeared, with John A. Carnegey as editor-in-chief and Oscar H. Montgomery as business manager. This publication went through three volumes. The Bohemian of 1882-1883, Walter L. Fisher, editor, and H. K. Galbraith, business manager, seems to have given place the following year to the Hanover Monthly, with Nathan Powell as editor and Gaylord Crozier as business manager, and as such went through four volumes. In 1894 The Journal of Hanover College was established as a cooperative undertaking of Faculty and students. Dr. Fisher was supervising editor, and Robert B. McCain was editorin-chief of the first volume. The Journal was issued quarterly and went through eight volumes. The Journal was succeeded by The Crowe, a monthly periodical, published on the fifteenth of each month during the college year, by the students of Hanover College. and went into at least eleven volumes. Like The Journal, it served the double purpose of communicating with the friends and alumni of the institution and of putting on record the important addresses and literary and other papers presented at the College. publications prior to The Journal served much the same purpose, but were issued monthly. In 1909 the Hanover Press Club was organized for the purpose of establishing a weekly campus newspaper, The Triangle, which has appeared regularly since that time. The students have made various efforts to publish an annual, The Crowe, The Quid, and The Revonah, being prominent. The latter has been published regularly by the Junior Class for many years. The last two years the Booster's Club has published a handbook of miscellaneous information.

5. Music and Dramatics.

During most of the century student musical activities have been rather prominent. Many well-trained glee clubs, choruses, orchestras and bands have been developed. In recent years much has been made of dramatics. A number of departmental and other study clubs have at different periods added to the engagements of the students. The social life of the first fifty or sixty years evidently was rather restricted. but with the development of the Greek letter fraternities during the last thirty years and the increasing intimacy of contact between the student bodies of the colleges and universities, particularly within the state, society affairs have come to occupy a far larger place in student life. The prominence of social activities in our colleges, of course, is primarily the reflection of the new pleasure life of the general society of which students are the children.

6. Athletics.

Probably more than in most colleges, athletics at Hanover have been a natural expression of the play impulse. Large sums of money have not been expended on sports, and athletic teams have not been put out as a means of advertising the College. Good sportsmanship has prevailed with players and coaches alike to a remarkable degree. Hanover has been an active participant in intercollegiate athletics for thirty years. Her record is a very creditable one in all of

the major sports, particularly in tennis. The attitude of the Faculty has not always been favorable. In 1870 a resolution was adopted forbidding the scheduling of baseball games, but during President Fisher's administration this attitude was reversed, and since then the athletic activities of the students have been regarded as a legitimate part of the college program.

As elsewhere, that rather indefinable, amusing and frequently annoying pastime, known as "College Politics," has been a factor in student life, contributing more than a little to overcome the tedium of class room tasks. But here, as elsewhere, this variety of activity has had little material consequence except to exercise

the wits of future politicians.



GLENN CULBERTSON, A. M., Sc. D. VICE PRESIDENT.



CHAPTER XVI.

STUDENT LIFE.

Next after the quality of instruction provided and the moral atmosphere of an institution of learning, the factor of most consequence is the mode of living and the character of the pleasure life of the students. may safely be said of Hanover that the student life here has on the whole been physically and spiritually healthy, simple, substantial. Hanover has been peculiarly free from those forms of extravagance which have threatened the well-being of many colleges. This is due in part to the social type which predominates in the student body, in part to the rugged, rather highminded simplicity of the rural community which founded the College, and in whose atmosphere she has grown up. There has not been much money to spend, and small opportunity for spending that little. In this Hanover has been fortunate, for simple living is always and everywhere a necessary condition of high thinking and clean morals.

Whether college students should be segregated from the common people has always been and is yet in some quarters a mooted question. But there can be no question of the value to young men of living in the homes of very many families who have made up the village of Hanover. Hundreds of Hanover alumni speak with affection and sincerity, as does Dr. Wiley, of the mothering of the Rankins, the Garritts, the Britans, the Bantas, the Nighberts, the Montgomerys

and a score of other village families, as well as of the professor's families. Lodging in private homes such as these injects a human element into the education of the college student which contributes largely to the wholesomeness of his personality. For the greater part of the century Hanover students have lived and boarded in and as a part of such family life.

During the days of enthusiasm over the "manual labor" project, the number of students greatly exceeded the capacity of the "Settlement," for there was no village until after the school was well on its way. The trustees met the situation by the erection of a large boarding house whose dining hall accommodated most of the student body. Beside this a number of small, square, one and two-room cottages, called dormitories, each room lodging two boys, were erected near the boarding house. When the College Edifice was built the third floor was made into thirty-two dormitories, each holding two students. In this manner the College speedily provided housing and board for the majority of the student body of more than two hundred. But by 1843 all this equipment was lost, partly destroyed by a cyclone and the rest sold to clear off the accumulated indebtedness. No further effort was made to provide dormitories until after the admission of women. Dr. Fisher erected the Point House, but confessed doubt of his wisdom in doing so. It had a checkered career until within recent years. Since it was rebuilt it has been a comfortable home for the young women, and the social center of the student body. Provision has been made for the construction of a private dormitory for boys in the near future.

Some years ago one of the fraternities erected a chapter house which at that time was the most pretentious fraternity house in the state. Since then other fraternities have procured homes. At the present time three own very attractive houses and a fourth occupies rented quarters. These homes have served to elevate the standards of living without unduly increasing costs. They have been well managed. Each such household is a self-government association, and as such they have been gratifyingly efficient.

It has been the policy of Hanover to keep the costs of student living to the lowest point possible, consistent with proper feeding and comfortable lodging. Three reasons support this policy. The first is the purpose to keep Hanover democratic, to prevent the growth of snobbery, to preserve "naturalness" and "friendliness." Each increase in the cost of board. lodging and pleasure life, closes the door of opportunity to scores of the best minds of the army of vouth. If democracy means opportunity it is the duty of the College to keep the cost of education within the reach of any boy or girl who has the heart to strive for Snobbery and artificiality have no higher things. place in a liberal education. For this reason Hanover has endeavored to remain one college in which the boy of limited means can procure the best training. A second reason is the feeling that College life should not create habits which can not ordinarily be indulged for many years after graduation. The third reason is the equally pronounced feeling that the center of gravity in the college world should be in the field of spiritual things.

The schedules of expenses form an interesting chapter in the early history of the College. The first catalogue announces the following charges, and since the institution provided both instruction and maintenance, the statement may be taken as covering the actual costs:

College bills, \$7.50 per session	\$15.00
Board at \$1.00 per week	
Room rent, \$1 per year	1.00
Fuel and light, \$5.00 per year	
Washing, \$4.00 per year	4.00
Total	\$67.00

It was estimated that the average student would earn \$25 per year in the shops, leaving him but \$42.00 of cash to provide. In 1835 board had gone up to \$1.25 per week, but the estimated value of manual labor products had advanced to \$40.00 per year. The data available suggests that since in those days there were no dates, dances, confectioneries, football games, joy rides, annuals, fraternity dues, college papers, jewelry, green caps and other impedimenta of the modern days, and tobacco was consumed in the twist, the above expenditures represented about all that was demanded from the family purse, except in the case of the uncertain number who patronized the pre-Volsteadian merchants of Lexington and Madison.

With the rising economic tide, student costs at Hanover, as at all other colleges, have increased. This has been due in part to better living and to the higher cost of living in general, but more largely to the vast increase of student pleasure life. The following table shows the cost of instruction and board and lodging by decades:

DECADES	College Bills		BOARD AN	D LODGING
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1830-1840	\$15.00	\$ 30.00	\$ 48.00	\$ 70.00
1840-1850	20.00	30.00	64.00	64.00
1850-1860	30.00	30.00	60.00	98.00
1860-1870	10.00	35.00	78.00	144.00
1870-1880	10.00	11.00	105.00	148.00
1880-1890	11.00	18.00	100.00	150.00

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1890-1900	18.00	21.00	100.00	126.00
1900-1910	21.00	39.00	126.00	144.00
1910-1920	39.00	45.00	126.00	185.00
1920-1926	45.00	100.00	185.00	216.00

The comparative costs at Hanover and other typical institutions are shown in the following official statements issued in 1924:

		BOARD AND	Average
Institution	TUITION	Lodging	TOTAL COST
Hanover	\$ 75.00	\$216.00	\$291.00
Earlham	150.00	300.00	450.00
Franklin	100.00	266.00	366.00
Butler	150.00	306.00	456.00
De Pauw	160.00	245.00	405.00
Wabash	130.00	284.00	414.00
Lombard	175.00	388.00	563.00
Knox	200.00	320.00	520.00
Northwestern	120.00	222.00	342.00

A study of college charges reveals a general tendency to require the student to pay a larger share of the cost of his instruction, thus making the increasing tuition fee a relatively larger item in the student's total expense. Obviously the item of board and lodging varies with the general cost of living. But the largest increase is in the item of student pleasure life. In 1835 this item was inconspicuous. At the present time it possibly amounts to as much as the cost of tuition and living combined. The invasion of the campuses by the society bacillus with its outrageous charges is the most ominous threat to the future of college education. While Hanover is protected somewhat by her isolation, she is more and more reflecting the moods and activities of the society set.

The scholarship system, inaugurated in the second administration, had a double purpose. Primarily this was to provide an assured income, but also in a meas-

ure to relieve the burden of the student of meager resources. Since this early and quite disastrous experiment the College has had but three or four small scholarship funds. The policy of the present administration is to require the student to pay a larger proportion of the cost to the College of his instruction, and to provide for those who can ill afford to produce larger fees by a system of long time loans at a nominal rate of interest. A modest Rotary Loan Fund has been created, and is administered on the plan employed by the Board of Christian Education of the Presbyterian Church. All scholarship grants must be earned by service rendered to the College.

A number of devices have been employed by the students of each generation to reduce their expenses. Cooperative, or club boarding, is one of the most successful, securing to the student certain economies in buying provisions in quantity, and eliminating overhead. "Batching" is another plan employed here, as in other colleges, by many students of limited means, who in later life became illustrious. The most noted "bachelor" in the history of Hanover is Harvey W. Wiley, whose story from his own pen of how he lived at College, is here reproduced:

"It was on the ninth of April, 1863. I had walked from my father's farm to Hanover. I did not know a soul in the town personally. When the spires of the church met my eye about a mile or half a mile distant, I had a heart attack. I was clad in homespun clothing, grown, carded, spun, woven, cut and made at home. It was not a particularly fashionable fit. The shoes were cowhide. I had no collar nor necktie. I was an awkward farm boy.

"I sat down and leaned up against a maple tree which was just bursting into leaf and looked very happy and inviting. I was feeling remarkably miserable. I held a long discussion with myself, taking both sides of the question. I first pictured myself going into the presence of these cultured people, students welldressed and groomed, professors learned and urbane. It was a sorry spectacle that I presented. Then I took the other side of the question. If my heart failed me and I walked the four miles back to my father's farm, that would be the last of my education. I should remain a plow boy all my life. As a plow boy I had won distinction. I was acknowledged to be the best in the neighborhood. Why not go back to the duties which I was qualified to perform? In the final analysis the plow boy lost out and I marched boldly forward. As I came into the village, a warm, beautiful spring day, I saw a young boy by an open window on the ground floor studying his lesson. I made bold to open the gate and go up to the window. I said to him, 'Are you a student of Hanover?' to which he replied in the affirmative. I said, 'I want to enter college. shall I do it?' He replied, 'Call on Dr. Wood.' which I replied, 'Where does he live?' He answered. 'I will go with you.' This boy was Samuel Wilson Elliott. He became my friend, the first I had at Hanover, a friendship which lasted to the day of his death. Dr. Wood was extremely gracious and helpful. His attitude to me removed all my timidity. He made me feel that after all a college president was also a human being.

"I inquired of my boy friend Elliott where I could rent a room. He took me to the Misses Brandt, Celia and Esther. They showed me a nice room, unfurnished, for which I paid one dollar a week. I lived with these blessed women four years and three months. The Maxwells, who formerly lived in and around Hanover, were early subscribers to the original funds of Hanover College. For the money they paid in they received tuition scrip. John Milton Maxwell, who had moved to Madison and had become a hardware merchant, gave me scrip which paid my tuition

for four years and three months. He had been a student of Hanover but had never graduated. He gave me a large number of very valuable classics, so I did not have to buy very many Latin and Greek books during my course. At the end of this ninth day of April, 1863. I walked back home with all arrangements made. The following day we hitched up our farm wagon, put in a quarter cord of stove wood, an old stove, a bedstead with its accompaniments, a small table and two chairs, together with an assortment of food, including butter, eggs, baked bread, corn meal, a jug of sorghum syrup, and some salt and pepper. I did not use any coffee or tea while I was in college. The night of the tenth of April saw me established a bachelor, and the next day I began my studies. I rarely had meat at any time during my college course. I soon became an expert maker of corn meal mush, which with sorghum was my principal diet for the next four years.

"One spring I walked due west about two miles and a half to my Grandfather Wiley's old farm, at that time owned by William Crosby, a grandson, and my full cousin. There was a good maple camp on this farm, and it was during the maple sugar season. I had about \$1.50 in money, with which I bought a gallon of maple syrup and carried it back to my room. This tasted better than the sorghum syrup, but it was no more wholesome. Insofar as I now recollect, this was the only food product I ever bought while living at Hanover. I was greatly interested in the Philal Literary Society which I had joined. Its meetings were held on Friday evening. Insofar as I remember, I never missed one of these meetings while I was a student. I felt greatly benefited by engaging in its exercises. I particularly learned to speak standing on my feet in debates, a faculty which has been of the greatest aid to me in all my career. I had regular habits. I never went out with the boys at night. I studied until ten o'clock and arose at four o'clock in the morning and reviewed all my lessons for the day before I took my breakfast. Every Saturday I worked on the farm, rain or shine, winter or summer. My father gave me a dollar for my day's work, with which I paid my room rent for the week. Sunday I went to church. Sunday afternoon my mother prepared my knapsack containing my food for the week. I walked back to Hanover and always attended the religious exercises Sunday evening. I had already prepared most of my lessons for Monday, but arising at four o'clock Monday morning I reviewed them all and went to the classroom fully prepared for all emergencies.

"So far as I can remember, I was never invited to take a meal with the boys who lived in a boarding house until the latter part of my senior year. Having been at the head of my class in every examination during the whole four years, I should have been a Phi Beta Kappa, if that organization had existed at Han-

over at that time.

"My total cash expense at Hanover, aside from my domestic clothing, were exceedingly small. My tuition was free, my rental extremely moderate, and I wore no fine clothes. I remember the first time when I was put on public performance in the Philal Society, I borrowed a celluloid collar and a necktie, as these things were not a part of my home equipment. I should say that \$50 a year covered all my cash expenses."

It must not be supposed that all students of the sixties lived the simple life of Dr. Wiley, nor that they wore home-spun clothes. Dr. Wiley himself and his brother appeared at their graduation exercises in 1867, models of tailored elegance, wearing Prince Albert suits of broadcloth and adorned with silk toppers. Nor were these borrowed for the occasion. On the whole, Hanover students of the early day, as at present, dressed in the modes of the educated classes generally. Madison was then the metropolis of the state, and set the styles, not only for the immediate vicinity, but for the up-state county-seats as well. In this

species of leadership the College shared. Besides, there is a rather close parallelism between dress and deportment, and the type of public address in vogue. The college students and professors of former days of "spring exhibitions" and abundant rhetoric were disposed to dress the part. Silk hats and long coats were more common then than now. Evening dress was little known, but that was true of all western colleges. Even the presidents were strangers to conventional clothes. An alumnus of the nineties describes dressing of that period as follows:

"The students of the last decade of the last century were good dressers. Many of the men had their "swallow-tails" which they assumed on stated and stilted occasions. Many patronized their tailors and

were well clad, even fastidious in their dress.

"Dr. D. W. Fisher, the President, seldom ventured far from home without his shiny silk hat, into which he would drop his huge bunch of keys as he placed the 'lid' on the floor or table and proceeded to business. Professor A. P. Keil in a close-fitting Prince Albert and a high hat was a picture of sartorial perfection, while many of the other professors were careful, though not extravagant, dressers. All this had a wholesome and awesome influence on the verdant freshmen.

"The different fraternities at certain seasons of the year were accustomed to buy gayly colored or unusual styles of headgear, every member of the fraternity wearing a hat exactly like his brother member, so that a man was known as to his fraternity, not so much by the company he kept as by the hat he wore.

"Far be it from me to attempt to describe the apparel of the feminine portion of my class and college age. As I recall, the girls were quiet in their tastes, devoted to high collars, long sleeves and long skirts and hats perched high on the very top of their heads.

The brain thus was neither 'cabined, cribbed nor confined' and the scholarship among the girls of my day was, perhaps in consequence, of a high order.'

Among the several problems of the Hanover students, transportation has been prominent. Prior to the fifties, and particularly after the construction of the Madison-Indianapolis Railroad, the first in the state, the College was the most accessible institution in Indiana. Since the Civil War these conditions have materially changed, yet not so much as to be an essentially decisive factor, for college students do not make frequent trips. More difficulty has been experienced in negotiating the distance between Madison and Hanover. Madison has been not only the railway terminal. but, which is more to the point, has been "down town" to the students, the lure of its bright lights captivating their leisure hours. Moderately priced taxis, the swarm of cheap cars owned by the students, or to be borrowed, and the good nature of motorists, make the trip to Madison and return at the present a simple matter. But it was not so in the early days of walking (not vet camouflaged as "hiking"), horseback travel, and the jolt wagon, nor in the middle eighties. and later graphically pictured by William Chalmers Covert:

"Promises of a steam railroad running from Cincinnati to Louisville, making Hanover a station, were being confidently accepted; but the stage from Madison, with carrying capacity for nine people and two trunks on the boot, continued to be the only public carrier through the village. It made slow but sure connection between the terminal of the J. M. and I. Railway at Madison and the Louisville Division at Scottsburg. The trip from Madison occupied most of the afternoon after the arrival of the morning train.

The two old horses, in service during the four years of my stage experience, met the heavy student business of the fall term with pathetic patience, always halting in the hard pull at two springs on the hill road and at several other resting places. The post office, then in the Eastman home, was the center where new students and their baggage were dropped and the "spiking" committees picked up their pledges, unless some prosperous brother had rented 'Rankin's rig' and met the 'rushed' student at Madison. Only one rentable convevance was available in the village. Only two students were allowed to ride behind the carefully kept old mare. At the edge of the village, however, the seating capacity of the buggy was suddenly expanded by a board laid across the seat and extending out over the wheels, making precarious but popular room for five or six boys. The embarrassment was very acute should the boys who had rented the rig for two be met, as sometimes happened, by one of Mr. Rankin's daughters returning from Madison. This ended further livery business with Mr. Rankin."

It has been said that a stranger could count the students and secure an accurate census of the population of the village by taking his position at the village post office at "mail time." There may be some question as to the census of the village, for Dr. Ballard said in a sermon one morning that when asked the population of Hanover he always replied, "Two thousand, five hundred humans and the rest hens." But, whatever the real figure, "waiting for the mail at the post office" is decidedly the social institution of the community, if not its "chief outdoor sport." The village raconteurs hand down many funny happenings of these occasions, but possibly none which the alumni will enjoy more than Dr. Covert's story of the inauguration of telephone service between Hanover and Madison:

"The telephone was skeptically received by our class in physics in 1882. A large crowd of students gathered at the post office waiting for the special opening of the line by a conversation President Fisher was to hold with some official at Madison. When Dr. Fisher, with well-concealed embarrassment, appeared in his Prince Albert coat and silk hat, the occasion took on an air of official importance. None of us knew enough to laugh when, in answer to the bell, Dr. Fisher took down the receiver which he pressed to his lips, and in a tone capable of quelling riotous freshmen, he shouted 'hello.' During my four years the telephone had no popular use. I do not recall having once used it while a student.''

Student pleasure life, as observed earlier in the chapter, is everywhere essentially a reflection of the pleasure life of the times, with possibly some exaggeration of the bizarre. Hanover young men have found fun in much the same manner as all young men of their day. The admission of women, following close upon the establishment of the fraternity system, brought Hanover in closer contact with student practices of other institutions, making organized "social affairs" more prominent upon the campus. Student dancing has the same history here as elsewhere, except that the Faculty has dealt with the problem possibly more frankly than have some sister institutions. Dancing, of course, did not for many years assume the form of the present mania, but there was always some dancing. At first, barn dances in the country about, later surreptitious, unsupervised all-night dances over down-town store-rooms. Now, for many years, supervised dancing is restricted to fraternity halls and as to hours, invitation lists and deportment. Hanover went through a somewhat extended period of "student pranks" committed "for fun." This suggestion will bring to the memory of the older alumni many escapades in the bell tower and the village horse pastures. The growth of organized extra-curricular activities has left these classic modes of entertainment largely in the discard.

This chapter may properly close with Dr. Joseph T. Britan's picture of pleasure seeking in his day:

"The fun of the students of my day was of two kinds—regenerate and unregenerate. As to the first mentioned brand, the class parties given by each and every class from time to time, might be mentioned. These were of a dignified character or of a rollicking nature, as the mood of the class dictated, or perhaps, as the 'razzing spirit' of another class permitted. Frequently some farmer's hay wagon carried the class out into the country to the home of some 'hayseed' member—and many there were of this class, as the future honor of the College witnesses; or the home of some farmer who opened his doors to the class for an evening's entertainment.

"I remember well when the class of 1897 was enjoying what they thought was the seclusion of a distant farmer's hospitality that an upper class followed our wagon, stole our horses and left us to walk home. The fun of the class of 1897 was regenerate and chaste—that of the upper class was distinctly otherwise.

"Picnic suppers, properly chaperoned, to the various water-falls in the vicinity of Hanover, furnished a fine social opportunity, and an outlet for the hilarity which the staid and dignified professors were often unable to entirely repress in the classrooms.

"Excursions up and down the Ohio River on one of the better type of boats of that day furnished a day and evening of unequalled pleasure to the whole student body. Dancing was then 'taboo,' and only when the students could give the College authorities the slip

or clandestinely engage in that ancient form of amusement, were they able to educate their feet with anything like the thoroughness to which their heads were subjected in the regular college work.

"Then, as now, no doubt, there was unregenerate fun. Some drinking, but not much; once in a while a man gambled, now and then forgot that he was 'civilized' and 'reverted to type'; but this extreme form of

so-called fun was rare.

"As we look back on the college experiences of the 1890's, perhaps it would be wrong to class as 'unregenerate' fun the escapades and pranks of the exuberant in the classrooms of Professors Garritt and

Kiel, for instance.

"Many a boy, when the call of spring was insistent and clear, and the classroom windows were open, would escape the recitation and the classroom by way of the open window, jumping the ten feet to the ground with scorn of danger. Or if the conduct of the classroom was too reprehensible, dear old Dr. Garritt would bring his giant hand down on his knee with a bang and say, 'Oh, come now, gentlemen!' Be gentlemen!'

"Perhaps the stiff initiations into the fraternities and sororities should be mentioned as unclassified fun."

CHAPTER XVII.

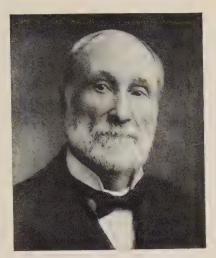
THE ALUMNI.

The worth of the College consists in the quality of manhood and womanhood developed in the great body of men and women who have received their training here. Their successes have been notable; their failures very few. Everywhere they are living lives of "Friendliness, Naturalness and Service." Geographically, we find them in all parts of the world, and vocationally, we find them engaged in every useful employment. Not to exceed one-half of one per cent. have gone wrong.

During the first half of the century the great majority of the alumni entered the ministry and the other two "learned professions" of that period, law and medicine. With the admission of women and the elevation of teaching to rank with the professions, a large percentage have adopted that vocation. Of the 1.335 graduates receiving the baccalaureate degrees, twentysix per cent. have engaged in the ministry and missions. This number does not include ordained men in college faculties. More than twenty-eight per cent. have engaged in educational work as their activity. Sixteen have been presidents of colleges, universities and normal schools, and seven others have occupied coordinate rank as superintendents of institutions for the care and rehabilitation of defective classes. Eighty-four others are college professors, and sixtythree are superintendents and principals of public



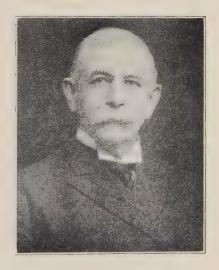
SENATOR THOMAS A. HENDRICKS, 1841



Dr. James K. Patterson, 1856



Dr. H. W. WILEY, 1867



MR. JOHN H. HOLLIDAY, 1864



schools. Fifty-four and one-half per cent. have been employed in educational and religious work; seventeen and one-half per cent. in other professions; the same percentage in various forms of industrial life; and almost eleven per cent. are housekeepers. Many of these taught before they married, and the majority of them married ministers and educators.

The distribution of the alumni by vocations, and their number by classes, are shown in the following tables. They constitute approximately twenty-five per cent. of the total number of registrants in the College department. It should be noted in passing that many of the non-graduates have achieved places of distinction in various fields of activity in state and nation, particularly in journalism, law, politics, and business, thus making the contribution of the College considerably larger than appears from an examination of the activity of alumni only.

A complete catalogue of all registrants in Hanover, with biographical sketches of all graduates and of the more prominent non-graduates, is published in the "Alumni Record" which is issued as a companion of the present volume.

Number of Graduates by Classes.

CLASS OF	Men	Women	TOTAL
1834	7		7
1835	6		6
1836	14		14
1837	15	* ,*	15
1838	15		15
1839	6		6
1840	5		5
1841	4		4
1842	7		7
1843	8		8
1844	3		3
1845	2		2

Number of Graduates by Classes.

CLASS OF	Men	Women	TOTAL
1846	3		3
1847	2		2
1848	8		8
1849	7		7
1850	15		15
1851	18		18
1852	12		12
1853	17	• •	17
1854	11		11
1855	13		13
1856	12		12
1857	8		8
1858	12		12
1859	10		10
1860	10		10
1861	10		10
1862	9		9
1863	14		14
1864	16		16
1865	14		14
1866	4		4
1867	10		10
1868	6		6
1869	5		5
1870	11		11
1871	10		10
1872	18		18
1873	10		10
1874	21		21
1875	13		13
1876	10		10
1877	10		10
1878	10		10
1879	7		7
1880	12		12
1881	14		14
1882	5		5
1883	6	1	7
1884	8	2	10
1885	17	1	18
1886	17	2	19
1887	13	1	14

Number of Graduates by Classes.

		•	
CLASS OF	MEN	Women	TOTAL
1888	10	4	14
1889	8	$\overline{9}$	17
1890	14	2	16
1891	6		6
1892	13	5	18
1893	17	5	$\frac{10}{22}$
1894	14	5	19
1895	16	4	20
1896	14	11	$\frac{25}{25}$
1897	9	1	10
1898	8	6	14
1899	12	i	13
1900	11	î	12
1901	11	$\frac{1}{4}$	15
1902	10	5	15
1903	5	3	8
1904	15	3	18
1905	12	í	13
1906	13	3	16
1907	12	4	16
1908	8	9	17
1909	9	6	15
1910	7	8	15
1911	9	8	17
1912	9	8	17
1913	$1\overset{\circ}{2}$	10	22
1914	21	8	29
1915	14	8	$\frac{23}{22}$
1916	15	8 8	$\frac{22}{23}$
1917	15	$\overset{\circ}{2}$	17
1918	14	16	30
1919	8	11	19
1919	$1\overset{\circ}{3}$	13	26
	21	12	33
1921	11	14	25
1922	16	16	$\frac{25}{32}$
1923	16 19	15	$\frac{32}{34}$
1924		15 15	34 34
1925	19	$\frac{15}{22}$	34 44
1926	22	<u> </u>	44
Totals	1042	293	1335

CLASS OF	Men	Women	TOTAL
1834-1879	457		457
1880-1907	322	84	406
1908-1926	262	209	471

Distribution of Alumni by Vocations.

Vocations Number Engaged Number Whole Number Ministers and Ordained Missionaries 342 25.62 Lay Missionaries 7 .53 Lawyers 142 10.65 Physicians, Surgeons and Dentists 82 6.14 Journalists 10 .75 Farmers 31 2.32 Business Men 140 10.49 College and Normal School Presidents 16 1.20 Superintendents Benevolent Institutions 7 .53 College Professors 84 6.26
Vocations Engaged Number Ministers and Ordained Missionaries 342 25.62 Lay Missionaries 7 .53 Lawyers 142 10.65 Physicians, Surgeons and Dentists 82 6.14 Journalists 10 .75 Farmers 31 2.32 Business Men 140 10.49 College and Normal School Presidents 16 1.20 Superintendents Benevolent Institutions 7 .53 College Professors 84 6.26
Ministers and Ordained Missionaries 342 25.62 Lay Missionaries 7 .53 Lawyers 142 10.65 Physicians, Surgeons and Dentists 82 6.14 Journalists 10 .75 Farmers 31 2.32 Business Men 140 10.49 College and Normal School Presidents 16 1.20 Superintendents Benevolent Institutions 7 .53 College Professors 84 6.26
Lay Missionaries 7 .53 Lawyers 142 10.65 Physicians, Surgeons and Dentists 82 6.14 Journalists 10 .75 Farmers 31 2.32 Business Men 140 10.49 College and Normal School Presidents 16 1.20 Superintendents Benevolent Institutions 7 .53 College Professors 84 6.26
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Farmers 31 2.32 Business Men 140 10.49 College and Normal School Presidents 16 1.20 Superintendents Benevolent Institutions 7 .53 College Professors 84 6.26
Business Men
College and Normal School Presidents 16 Superintendents Benevolent Institutions
Superintendents Benevolent Institutions
College Professors
01 10 1 1 10 11 10 400
School Superintendents and Principals 63 4.69
High School Teachers
Government Employees
Housekeepers 145 10.88
Miscellaneous Workers
Totals
Total Religious Workers
Total Educational Workers
Engagd in Religious and Educational Work 727 54.42
Engaged in Medicine, Law and Journalism 234 17.54
Engaged in Housekeeping 145 10.88
Engaged in all other pursuits 229 17.16

It is impossible to foresee the measures of men through the perspective of the future, and the selection of galleries of notables is of necessity a matter of personal judgment. However, there can be little question of the place of Moffett and Baird in the history of foreign missions, nor of Covert in the councils of American Protestantism. James K. Patterson will be remembered as one of the ripest scholars and most efficient administrators of his generation. The contributions of Harvey W. Wiley to the health of the common people of all countries and to physiological chemistry, can not be estimated. John M. Coulter's place among the greatest scientists of our country is fully assured. Walter L. Fisher has already become one of the great lawyers, and Thomas A. Hendricks is without doubt the ablest lawver and statesman produced in Indiana. Middleton Goldsmith has an honorable place in the history of American Surgery, as have the Dawsons in statecraft and journalism. formative influence upon Indiana exerted by John H. Holliday, through the Indianapolis News, and of Dr. Matthews, through the Sentinel, is well known. Among the older scholars were Noble Butler, Senour and Edward J. Hamilton. Among the scholars of the younger generation, J. H. Hamilton, the Oldfathers, Deibler, Sherwin, Holcroft, Butcher, Brown, Morris, Miller, and Allison, must have mention.

The growth of the scholarly spirit is shown in the percentage of recent graduates who have pursued graduate study leading to higher degrees. Of the twenty-four classes, beginning with 1900, twenty-nine per cent. have received the degree of Master of Arts, Doctor of Philosophy, Doctor of Medicine, Doctor of Dentistry, Bachelor of Laws and Bachelor of Theology upon completion of standard courses in first-class graduate and technical schools. A large number of others have done more or less graduate study, but have not yet completed their courses. Twenty-two per cent. of the classes of 1919-1924 have completed graduate and professional courses, or are at present enrolled in standard graduate and professional schools.

CHAPTER XVIII.

A CHAPTER OF REMINISCENCES.

I. By Rev. Edward Payson Whallon, D. D., LL. D. Class of 1868.

My first recitation as a Freshman at Hanover College was on August 29, 1864. I was fifteen years of age. I had been prepared for the Freshman class for two years, but the Catalogue said that students must be fifteen years of age, in order to enter the Freshman class. So I had waited. As I could get no further help from the Grade school, I studied at home, alone, made up half of the Mathematics and about half the Latin and Greek for the Freshman and Sophomore classes. I might very well have entered the Sophomore year, but I modestly took a place in the Freshman class. With this start I had an easy and delightful time all through College, making an average of 99 5/12 for the four years. I had time for reading and for the Literary Society work. I determined that I would not read a work of fiction during term time, and so I read history, essays, the whole round of Classic and English poetry, and many strictly religious and theological books. I do not know now how I could have improved my curriculum. Let me say that since then I have gone the rounds, up and down, in and out. of all classic English fiction and have had great joy in my journeys.

The day before I reached Hanover I spent five 266

hours in traveling, at the regulation eighteen miles an hour, the ninety miles from Indianapolis to Madison, the old cog-wheel engine bringing us down the hill from North Madison, arriving at eight o'clock. I spent the night at a hotel, and waited until three o'clock the next afternoon for the Hanover hack, or the Lexington hack driven by Felix Monroe. In some way I was put off at the home of Dr. J. W. Scott, who later had me taken, after supper and prayer-meeting, to the home of Mrs. Eastman, in the house formerly occupied by Dr. John Matthews when he was President of the Theological Seminary, now McCormick. Here Professor W. H. Holliday boarded also, and, as he was a member of the same Presbytery as my father, he was very kind and paternal to me.

At Dr. Scott's supper table, at a sort of College family gathering, I met the Rev. Dr. James Wood, President of the College, to whom I presented a letter of introduction from my father, and I was very cordially welcomed by him. Dr. Wood was Moderator of the General Assembly that year, having been elected the preceding May, but very little, if anything, was said about it during the year among the students, who, perhaps, did not understand about the distinguished honor. But on the following May Dr. Wood attended the Assembly at Pittsburgh, and preached the opening sermon.

Dr. Scott emphasized the fact, at the supper table, that he was the father-in-law of Benjamin Harrison, but even he did not then dream of the great presidential honor that was in store for this worthy young attorney. Dr. Scott had been the preceptor of my father at Miami University, Oxford, Ohio, where my father graduated in 1835, coming from there to Hanover to graduate at the Theological Seminary in 1838, and as Dr. Scott had remained in Oxford for an ex-

tended period, founding Oxford Female College and being its first president, Benjamin Harrison, who graduated at Miami University, met Miss Scott and won her for his wife.

Thus I was started, the President and professors being my good friends from the beginning, and here in Hanover College I lived and labored, in my boyish way, for four very busy and very happy years.

Just at the time of my entrance into college there was a great deal of excitement over the return of the students who had gone, near the close of the preceding year, into the "Hundred Day Service" of the Union Army. Almost the entire student body had so enlisted. Commencement exercises had been almost entirely abandoned. They had not been called for battle-front service, but for the guarding of hospitals, camps, forts and other points so that the more seasoned soldiers could go to the front and end the war. Although the war had not ended, that summer of 1864, it did end the following winter and spring, and Hanover, along with other institutions contributed to it, sending its student body into the service. A number of these men were in our Freshman class, and in all the classes, and a good many men were in college who had served through the war, so far. A patriotic spirit pervaded the college during all those trying years, including and following the close of the terrible war.

Prices were very high. A financial crisis was on the homes of the people. Flour was fifteen dollars a barrel. Coal oil was eighty cents a gallon. At the same time incomes were graded low. For instance, the salary of the President of the College was \$1,200.00 and house. The salary of each of the other four professors was \$900.00. The janitor had \$300.00 and house. The students were economical. Board and room rent could be had at the best homes that were

open, at \$4.50 and \$4.00 a week, but this was too much for many of the students, and many of them formed themselves into clubs to cut down expenses, while many more kept "bachelor" quarters and did their own cooking. In this way many went through college who otherwise could not possibly have done so. At one time this became so general that there were probably not more than twenty boarders in the whole student body. There was very little foolishness or disorder among the students. They were a serious-minded body of boys and young men.

A good proportion of the students were preparing for the ministry. The religious spirit was evident. Chapel exercises opened each day, with the calling of the roll of the entire body. Bible Class was conducted in the Chapel every Sabbath morning, by the President of the College, closing in time for every one to go to the village church for morning service, at which Dr. Scott preached, as pastor of the church, and the church was always full. There was no choir or organ. the hymns being "started" by Professor Garritt who sat with his family near the front of the church. The people stood for the prayers, and I remember, the "long prayer" at one time was thirty-two minutes long. Attendance at this morning service was not required of the students, but they were generally there, and they were expected to attend preaching in this same village church at three o'clock on Sabbath afternoon when the President of the College always preached. Once a month there was a missionary prayer-meeting in the church, a "concert of prayer for missions." The regular Wednesday evening church prayer meeting was a great occasion. church was full to the doors. The students were usually out in a body in the back part of the church, and they were often called on to lead in prayer. I

remember being called on thus, in my Freshman year, by Dr. Scott, to lead in prayer one evening. I had never done such a thing, and I was thunder-struck, and sat still in my seat. After a little time, although it seemed half an hour. Dr. Scott called on some one else. During the week several of the students condoled with me and some chided me, but Dr. Scott said nothing to me. But on the next Wednesday evening he called on me very promptly and I responded this time without delay. He was a wise and experienced man. The students kept up a prayer-meeting of their own, on Tuesday evening of each week, and this was usually a very earnest and good meeting. Most of the students were Christians and members of the church. and, as a general rule, religion was cheerful and natural and manly in life and expression.

II. By Stanley Coulter, Ph. D., LL. D. Class of 1871.

It is a far cry back to the simple days of the late sixties and early seventies of the last century.

The College still held firmly to its original purpose, its original methods of instruction, and practically, to its original curriculum. There was no question of electives. Every student took every course offered—"theirs not to reason why." A limited income meant few professors, and few professors in turn meant no electives.

I very much doubt, however, even had there been a large Faculty and abundant resources, if any options would have been offered. President Elliott had not yet demonstrated the possibilities of the elective system and the mediæval curriculum was still regarded as sacrosanct. The slightest deviation from it would have been regarded as an inevitable lowering of standards. So much for the background.

What did the student do? Let us begin with Sunday, since it is the first day of the week. At eight o'clock he reported at the College for Bible Class, carrying his Bible or Greek Testament, or both, if he was something of a "bounder." We had an hour of this, in my day, under the reverential and kindly direction of Dr. Garritt of blessed memory.

At ten-thirty A. M. the student was due at the village church for morning service and at three P. M. was again due in the church to hear the weekly sermon of the President. At this latter service he had an assigned seat and Faculty eyes spotted vacant places. Indeed, absence from any of the Sunday services was regarded as sufficiently serious to merit immediate Faculty consideration.

Reverence for the Sabbath and loyalty to the foundations of the College doubtless, in the main, inspired this program, although perhaps back of it lay the thought that by filling its hours, the temptation to violate its sanctity by the preparation of Monday's assignment in Mathematics or Latin, would be minimized. As our Greek recitation on Monday was always in Greek Testament we speedily inferred it was so placed because the study of its sacred text was not considered sinful.

We sometimes felt rebellious, but in the main we faithfully attended these services, for we did not quite dare do otherwise, since in the most careless of us there existed a religion that still grounded largely in fear.

The week days were very much alike; for all students, from Freshmen to Seniors, compulsory chapel at 7:50 A. M., followed by continuous recitations from 8:00 until 12:00, was the rule. The backbone of the course was Latin and Greek. Four years of each, five times a week, was the allotment to these subjects. Had

the student matriculated as a Junior Preparatory, he would have been required to take six years of each.

There were no laboratories, but few demonstrations, and many of these did not demonstrate—an occasional lecture, but in the main, assigned lessons from a text upon which we were catechised.

Memory was still the most potent weapon in the intellectual armory of the student, while the Professors had not advanced beyond the catechetical stage in pedagogy. Indeed, pedagogy had not been invented at that time, or if it had, knowledge of the fact had not reached the Hanover Faculty.

An education still was regarded as a well-defined, universally recognized body of knowledge, which it was the high privilege of the student to acquire, and the duty of the Faculty to determine whether or not he had done so. The thought that the end product of education was an attitude of mind, rather than the acquirement of a given body of knowledge, had not yet become widely prevalent.

We had Mental Philosophy, in which I was fortunate enough to come under Dr. E. J. Hamilton, who was a most inspiring personality, in spite of the fact that he apparently could not or would not teach by the catechetical method. I remember to this day the shock I received when, in one of the early meetings of the class, he said to me: "Coulter, tell us what you think of the validity of Porter's contention in the first paragraph of today's assignment." No wonder I was shocked. I could have told him glibly enough what the paragraph contained, but that I should pass upon its validity by thinking, was more than novel—it was revolutionary. For the only time in my college years, I think, I responded "unprepared." Some way Dr. Hamilton imagined students were to think, not merely memorize. It was a revelation to me, and out of it grew

all my later interest in the subject. We all thought him a great man, who did not know how to teach, when as a matter of fact he was, all unconsciously perhaps, but none the less surely, a really great teacher.

All the English training I secured was the result of browsing in the little library of five or six thousand volumes. I read Ossian, and Chaucer, and Spenser, and Shakespeare, and Milton, and The Noctes Ambroseanæ casually and intermittently, mainly indeed for the story or to kill time, but praise be, some of it stuck. The love of reading that has been one of the high pleasures of my life, was born in that little, apapparently totally inadequate library. Lighter books were in the libraries of the literary societies, since merged, I believe, in the College Library. But of those lighter books I remember nothing, not even a little lingers in my memory.

The recitations were very much alike, whatever the subject or whoever the teacher. Let it be Greek. The assignment of 150 to 250 lines of the Iliad has been worked over by the students by the collaborative methods known of old to all students. "A" reads the first ten lines in Greek to test pronunciation and quantity; he then translates them into more or less intelligible English: he then scans the lines, after which he is temporarily at ease. "B" and "C" follow the same routine until the assignment is completed. If time was left, and there usually was, we conjugated the verbs and inflected the nouns and pronouns and adjectives and parsed for the remainder of the allotted time. Even vet I recall the dark shadow a sentence rich in subjunctives cast over the exercise. We all floundered hopelessly in such a case.

In Latin the technique was the same—reading in the original, translating, scanning, parsing, reciting rules. This was for four years, five days a week, fifty minutes a day, and the classes were so small that each man (there were no co-eds in those days) was put upon the rack at each exercise.

I presume that today such teaching would be considered unspeakably bad—and yet I wonder—for in some strange way I find, as the years have passed, that no subjects of my college course added so greatly to my appreciation of the best in life, none others so enriched my own life as these so-called "dead" languages.

I admit frankly that I committed Mathematics. "Quoderat demonstrandum" was for me an act of memory, and not of logical reasoning. We had as Freshmen, Davies' Legendre, and as in those days my memory was a disease rather than a faculty, I galloped through the subject without especial difficulty, and without the absolute barrenness of my mathematical mentality being discovered, although at times it seemed to me to be suspected by Professor Thomson. Here again an assignment of a certain number of theorems was given. Collaborative work was not so effective as in Latin and Greek, and in consequence there was a greater amount of "fumbling" in the recitations. When the class was assembled, and the roll of the twelve or fifteen members had been solemuly called, a selected number of victims were sent to the blackboard, each being given one of the assigned theorems to demonstrate. The figure was drawn and lettered and the proof indicated in the text was given in student paraphrase and that was all. I magine if any student had devised a proof differing from that in the text, he would have been disciplined.

I said I felt that at times Professor Thomson seemed to have a suspicion of the actuality of my mathematical knowledge. At times, when I had drawn the figure and lettered it in accord with the usage in the text, before directing me to demonstrate it, he would walk to the board and erase my carefully placed lettering and substitute a new series of his own devising. As he never performed this stunt in the case of any other member of the class, I perhaps had reason for believing he was suspicious of my mathematical insight. Fortunately for my record, my memory was equal to the strain and my grades did not suffer because of this weird divagination on the part of the professor from the beaten paths.

I have just now drawn the figure and written out the demonstration of the theorem that, "The square described upon the hypothenuse of a right-angled triangle is equal to the sum of the squares described upon the other two sides," which goes to prove that some of it stuck.

Professor Thomson was one of the most learned, and certainly the most widely read, of the Faculty. Dignified, kindly, yet stern in the presence of carelessness or wrong-doing, familiarly and affectionately known as "Old Pete," though his baptismal names were Samuel Harrison, he lived his life serenely, worthily, effectively in such a way that he is still a precious memory to the few of us still remaining who came under his teaching.

It is to be regretted that as yet the College authorities have not given this really great man the recognition his eminent service to the institution merits. From his home on the beautiful bluff, just across from College Point, each day he rode around the head of Crowe's ravine to his tasks. Never five minutes too early, never, in my memory, five seconds late. So he lived, doing his assigned work without haste, without waste.

During my days in college he rode a cream-colored horse which some irreverent under-graduate at one time converted into a zebra by a judicious distribution of green stripes—but that is another story. It may be said, however, that neither Professor Thomson nor the horse seemed conscious of the metamorphosis, nor were the regular trips intermitted even for a day.

We had history also, three kinds of it, Roman, Greek and Modern, one term of each with texts written in a style perhaps more fascinating than accurate. But what a delight to a student with a memory! I do not remember who taught history; I only recall the delights of those three terms, during which in some mysterious way, our isolated little college cosmos seemed to be connected with the great men and great achievements of the past. Even since, I have read history avidly, and in these later years I admit an almost positive mania for biography. Biography is to me the most stimulating and inspiring literature, for, as Emerson says, its moral is that "what man has done, man can do."

There is no need to give classroom methods in other subjects. In all, assigned tasks were to be memorized and recited under catechetical proddings. The Science work, since there were neither laboratories nor laboratory equipment, fell under the same category, although in later years, from Bradley and Nelson, came prophetic flashes of what the future had in store in these new and doubtfully moral subjects.

But after fifty years and more, it is not classroom subjects nor classroom methods that stand out clearly and compellingly. It is the personality of the men under whom it was our high privilege to work with increasing reverence and respect. I think back on Presidents Wood and Archibald and Heckman and acting President Scott and realize now, as I did not then, their real worth, their consecration to study. I think back on Professor Garritt, the beloved, the St.

John of Hanover for over three score years, of Thomson and Sturgis and Morse and McComb and Young, the latter my classmate and comrade of college years, and there rises before me the picture of a succession of men who highly held to high ideals; men of deep convictions; men to whom duty carried a divine imperative; men who for long years rendered a self-sacrificing service, which in the chaos of today seems almost incredible. I realize today how greatly their lives moulded mine; how as a student I walked in the presence of greatness and failed to realize it.

I presume if there is one unchanging thing in this changing world, it is the undergraduate student body. "As it was in the beginning, is now and ever shall be," is probably its most satisfactory characterization. Eager, daring, knowing everything with the absolute certitude of youth—or ignorance, quickly evaluating professors, courses of study and world movements, careless, thoughtless,—yet, in their high courage, through their eagerness to break new paths, the hope of the world. No higher calling ever came to a man than that as a teacher of undergraduates, to be in constant and intimate touch with young and ardent and pulsing life.

As times have changed, undergraduate forms of self or group expression have changed, but the urges back of it are the same.

We who were Freshmen in the late sixties, were a heterogeneous lot as to age. Men who had fought in the Civil War were returning to complete interrupted college courses, while other veterans were entering for the first time to lay belated foundations. In our Freshman class there was an "infant" of thirteen years and a "seasoned veteran" of thirty-one. Apart from this fact, which had its replica on a far greater scale at the close of the World War, the Freshman classes of

those days were in nowise different intellectually or spiritually from those of today. Their ideals were just as hazy, their visions just as imperfectly limned, their assurance of ultimate success and fame just as absolute.

But those days were days of financial stress; the effects of the war, the resumption of specie payment, the difficulty of adjustment to new conditions, all combined to make it a time of economy. But the necessity for economy was so universal that perhaps we were not especially conscious of it. It showed itself in our dress, in our living and in our amusements.

Many of the students "batched," which means that they cooked their own food brought from nearby homes or purchased in the local stores. The two Wileys, Harvey W. and Ulric Z., "batched" throughout their college course, living in a single room at an expense not exceeding \$2.00 a week for all living expenses. Many others followed the same plan, none of them because they loved cooking, but because they were so eager for a college education that they were willing to endure, what today would seem to be impossible conditions.

Then there were "Boarding clubs" with a weekly rate ranging from seventy-five cents to \$1.25, depending largely upon the proportion of meat to gravy. Regular table board ran from \$1.50 to \$2.00 a week, while furnished rooms cost from \$20.00 to \$30.00 for the college year. Of course, the rooms were not elaborately furnished, and the student was expected to furnish his own light. There were no furnaces, nor bath-rooms, absolutely none of the modern necessities. Primitive perhaps, but the students lived and studied some and played more in much the same way as today. They cut classes, formed futile rebellions, played pranks in very much the fashion of red-blooded youth of all ages.



Hon. Robert T. Tracewell, 1874



Samuel A. Moffett, D. D., 1884



DR. WILLIAM T. LOPP, 1888



Dr. John M. Coulter, 1870



Our dress was not a matter of much concern. Most of us had two suits of clothes—one for week days and one for Sunday or social and state occasions. The week-day suit was apt to be "jeans," a homespun, all-wool fabric which wore everlastingly and shrunk in every shower. Many of the clothes were homemade and styles were in consequence somewhat bizarre.

Most of us wore boots, made to measure by the village shoemaker, who was also village barber and ice cream vender. These boots were clumsy, shapeless affairs as compared with footwear of today. In the absence of sidewalks and the presence of mud, the tops, reaching nearly to the knee, were really a necessity. If we wanted to put on "dog," Russia leather tops replaced the ordinary calf skin.

No one connected with the College, whether of Faculty or student body, had a "dress suit" or swallow-tail, as it was then called. They had never heard of Tuxedos or plus-fours, or sport togs or sweaters. We just wore clothes which gave the "desideratum" of wear but were often short on style.

Yet we were happy, some of us even so careful of our personal appearance as to be jeered at as "sissies"—and that with only two suits of clothes and calfskin boots. It was all in the cravats, in blacking the heel of your boots as well as the toe, in carefully groomed and "bear-greased" hair and familiarity with soap and water. How did we bathe without bathrooms? We went to Butler Falls or Crowe Falls, long strings of us, almost daily, some persisting in the habit until late in November. We had natural shower baths and used them so constantly that picnics were not held near certain falls in term time.

There were some things we could not do. We could not play cards. That meant expulsion—if you were caught. Yet I remember in an unused basement room,

Professor Young (he was "Scotchy" then) and I, with other daring ones, had frequent wild games of euchre or California jack.

We could not dance—that also was "verboten." This, however, was no very great hardship for none of us knew how to dance, and then those heavy, clumsy calf-skin boots did not prompt us to try the Charleston. The extent of our daring when wildly rebellious was the Virginia Reel and Tucker, dances now considered as belonging to the age of the Pterodactyl.

Football had not found an entrance into the colleges, basketball had not been invented, tennis was unknown, there were no autos or telephones, movies were undreamed of, the wildest imagination had not conceived of the radio, neither was there any such thing as intercollegiate athletics. A drab world you say; how did men amuse themselves? In a perfectly normal, unorganized way. Sometimes a wave of boxing swept over the College. A couple of pairs of boxing gloves was all the equipment needed; the arena was the open area near the post office; the time while we were waiting for the distribution of the evening mail, but the contests were numerous and scrappy and bloody enough for even those raw days.

Sometimes it was gymnastics, a pair of upright posts and a horizontal bar were all that was needed to introduce the new sport and perform all manner of marvelous stunts. A broken arm or collar-bone occasionally enlivened the sport and gave it the touch of danger youth demands in all of its games.

I remember one spring term in which marbles was epidemic, and every student, from Senior to Freshman, spent hours daily playing marbles for "keeps."

We had picnics, with real food—not box lunches. The students furnished the transportation, and the maidens of Hanover the food. Sometimes it was by skiff to Marble Hill, sometimes by spring wagon to Clifty Falls, but always these picnics meant pretty young ladies and abundant food. What better could any young man ask?

I see students of today sitting in a close, overdecorated room sipping chocolate, nibbling nabiscoes and topping off the wild wassail with fudge or a chocolate cream, and I think joyously of my college years.

There was not a dull moment. There were always interesting and fascinating things to do, as always happens when the young are gathered together, for good times are in nowise dependent upon elaborate equipment, but are rather a function of normal youth. Indeed, I sometimes think that the students of today are to be pitied, in that they are too sophisticated to really have good times.

We played baseball a little and organized a college team which we called the Pythian. Greek was required in those days and Pythian had a meaning even for a Junior Prep. We played against pick-up teams in neighboring towns, but as I remember, against no college team. I remember one game which the Pythians won by a score of 125 to 13. A crooked finger on my right hand has been a constant reminder that we played baseball and played it hard.

All college work closed for the day at ten minutes after twelve, so that both afternoon and evening were free. Some of us studied in the afternoon and went "calling" in the evening. Others took their amusement in the afternoon and studied at night, for college activities had not yet submerged scholarship, and it was still fashionable to study.

The outstanding activity in those days was that centering in the two literary societies, colloquially known as the Lits and the Philals. The rivalry between them was fierce and at times bitter. No modern

fraternity ever rushed new men more ruthlessly than did these two literary societies. Usually they broke about even, which was as it should be.

The societies met Friday afternoon for a program of essays and declamations and at seven in the evening for debate. Absence was costly because of a drastic code of fines. The debates were not perfunctory affairs, but were fiercely contested, often lasting until midnight or later. So fiercely were they contested that on one occasion one of the debaters used a revolver upon his rival, making a fairly decent shot, since the bullet cut a nice crease in the scalp of his opponent. What was the result? Well, both debaters admitted that they were excited; they further intimated that "to err was human, to forgive, divine," and as there were only fifty-six students that year, the Faculty took on the "divine" function and forgave them.

These Literary Societies were of almost inestimable value to the students and their relegation to a minor place in the college life has been a serious loss. Fraternities, Dramatic Clubs, Debating Clubs, even though under the guidance of the Department of English, are as nothing compared with the self-directed Literary Societies, with their fierce attrition of keen young minds.

The Betas and Deltas, as they were called, were the fraternities in existence at that time, although late in 1870 Sigma Chi appeared. The fraternities in that day took themselves very solemnly. Their meetings were secretly held on different nights each week and in different places, lest the "barbarous horde" should spy upon and perchance discover some of their sacred mysteries. It was great fun, that solemn secrecy. There was no rough work at initiation; the function was as mirth-inspiring as a final examination—and yet the friendships formed in the chapter have proved the

most abiding friendships of life. Even yet I receive letters from some of my old chapter brothers, kindly, intimate, affectionate, as some chance brings me temporarily within their horizon.

And so, for a selected few, the fraternity, with its small, closely-knit chapter of ten or fifteen members, without a house, filled an important place in college life, more so, I am inclined to think, than in these later days of chapters of from forty to fifty members, luxuriously housed and definitely and persistently upon the social map.

During college days we were of course restless under restrictions, inclined to resent discipline, thoroughly convinced in our own minds that the "thou shalts" and "thou shalt nots" of the Faculty were narrow beyond words—and yet—those of us of the earlier days who have lived on into this century, realize, as we could not then, that out of these restrictions and disciplines, out of the multitudinous "thou shalts" and "thou shalt nots," was born our sense of duty, of responsibility, of service, out of these things came character.

What do I value most as today I look back upon my college days:—

- 1. Intimate, daily contact with noble and unselfish men, of lofty ideals and a passion for service.
 - 2. The training of the Literary Societies.
 - 3. The friendships of fraternity life.
- 4. Above all, living in those formative days in an atmosphere of the imperativeness of personal duty, personal responsibility and personal service.

Undoubtedly the undergraduate of today has man-

ifestly greater opportunities than did those of the early seventies; many more gates are open to him. The real question is, is he big enough for his opportunities? Is he making as much out of them as did his forbears out of their scantier opportunities? Only the future can give us the answer.

CHAPTER XIX.

LOOKING BACKWARD AND FORWARD.

Looking backward over the century to New Year's of 1827, one has spread out before him a valiant struggle with adversity in many forms. Fire, wind, loss of popularity, brought on the crises, but the ever-present source of difficulty was the poverty of the College. Fires, storms, and changing social conditions do not disturb seriously if adequate resources are at hand with which to rebuild or reorganize. Not often during this long struggle did the treasurer balance the budget without real sacrifice to the Faculty, or the students, or both, and even when the institution "lived within its income" it lived so economically as to jeopardize its welfare. We who love the College should feel a deep sense of gratitude to those early professors who balanced budgets with personal comfort and the wellbeing of their families, and kept smiling. They were pioneers and heroes as well. Their self-forgetting devotion gave us the College and through the College they gave the world a spiritual force, the full effect of which only God Himself can properly conceive. They were, no doubt, wanting in some of the technique of modern teaching, and possibly in some cases deficient in their knowledge of the minutiæ of their subjects. but they had a clear consciousness of the great realities of human life, and a consuming zeal for saving boys for clean, vigorous, efficient, upstanding manhood. They were men of prayer, and faith, and good common

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sense. And they prayed this College through all of its tribulations. Of Dr. Garritt a nephew said, "His proper business in life is to pray." Who will say that his prayers joined to those of his associates through the seventy years of his personal contact with the College, and the prayers he continues to offer from his abode with his Father, have not availed much? Hanover has an endowment fund of spiritual energy thus created, as real as the endowments which the Trustees manage, and a resource available when all else fails.

On the verge of bankruptcy for fifty years, only once, and then for a few weeks, was the credit of the College exhausted. In 1879 the institution could not purchase a few dollars' worth of chemicals at a Madison drug store without cash. This situation, however, was soon remedied. Hanover College has never repudiated an obligation, nor failed to pay in full except by mutual agreement.

The story of the loss of much of the plant in the wreckage of the "Manual Labor System" has been told, as also the story of the loss of the second building undertaken, the new brick residence for the Seminary professor, by fire. This fire was the occasion for creating the first debt. Two more fires have occurred: in one the first gymnasium was lost, and in the other the first Science Hall and all of its contents were consumed. Only the spiritual forces sustaining Hanover enabled the College to rise from the apparent utter ruin left by the cyclone of 1837, or to rise again from its apparent annhilation in 1843-44. The story of the heartbreaking efforts to build Classic Hall has been told also.

But destructive elements and financial troubles were not the only, or possibly the most perplexing, difficulties to be overcome. Among the limitations which Hanover has suffered, more serious than poverty, because an adverse condition in seeking endowments, are those arising out of her location. First of all is the comparative inaccessibility of the College due to the railroad facilities of Madison. This difficulty, however, has been quite overcome as the direct result of the new system of state highways and the development of the motor bus and the private automobile. The establishment of the State's largest and most attractive park at Clifty has made the immediate vicinity of Hanover the best known section of Indiana. Again, this part of the state is quite behind in economic growth. The township schools require state aid, and most of the church congregations must have assistance from their general church treasuries. Colleges not only draw their student bodies from their immediate vicinities, but, ordinarily, a large part of their resources also. The relatively low per capita of wealth of southeastern Indiana, together with the fact that the Presbyterian Church is numerically weak in this region, makes it proportionately difficult to secure needed endowments.

In company with most other small endowed colleges, not only in Indiana but throughout the country, Hanover for a time lost contact with the public schools which very rapidly during the nineties took over almost completely the elementary and secondary education of the children of the State. The tax-supported institutions were quick to sense the importance of this change, and to recognize the new spirit of high school administrators who frankly demanded that the colleges should adjust their entrance requirements to accommodate the high schools. The State colleges readily surrendered on the question of required Greek and the demand for larger election. This greatly increased their popularity with the public school men, and tended toward reducing the popularity of the endowed

colleges which were disposed to stand out more positively for their conception of a liberal education. Hanover has a very definite conception of what a college education should comprise, and of the conditions essential. She has been unwilling to surrender on points she considers vital. For a time this lessened her appeal to high school students, and broke contact with the public school forces of the state. But there is evidence that the public mind is turning back more and more to the Hanover type of college, with the disposition to look upon her with increasing favor.

At about the same time effective contact with the church was lost. As a matter of fact the western synods of the Presbyterian Church have not until recent years assumed responsibility for adequately supporting their colleges. It is only within the last ten vears that the Synod of Indiana has given the College much more than commendation and good wishes. Within the last five years Synod and the Presbytery of New Albany together have given Hanover from their treasuries endowments amounting to \$75,000. which seems to have larger ultimate consequence, the Church is recovering somewhat the conception, lost for a time, that the denominational college is the necessary vehicle for the accomplishment of much of the church There is thus promise of closer cooperation in the future on the part of the church.

The problems of the last decade arise from a different source. To a very real extent, not quite appreciated by the public, the endowed colleges of Indiana have lost their former independence. This has occurred through recent legislation which limits employment in the public schools to persons who have pursued prescribed courses of study in accredited colleges and normal schools. A large proportion of Hanover students find it necessary, or desirable, to teach

in the public schools in order to earn funds with which to meet their college expenses, or after graduation as a stepping-stone to their permanent vocation. has always been the case. In order to protect her students, and, incidentally, hold her proper clientele, it has been necessary for Hanover, like all other institutions within the State, to put herself under the regulations presented by the law and the State Board of Education, and the supervision of State officials. This situation is not confined to Indiana. Most of the northern and western states impose practically the same requirements which the institution must accept or be denied recognition, and non-recognition means that her graduates would be excluded from employment in the schools of such states. This system is further perfected by the establishment of standardizing associations and agencies. The requirements of these associations are desirable and put a wholesome pressure on the institution. The requirements of the teacher training system, however, create a number of difficulties in the way of courses of instruction which the College would prefer not to give, in the weighting of courses, in the organization of curricula, and similar matters of detail.

In these latter days colleges are caught up into "the system of things" in many ways. Unless the institution is independent of public opinion because of great wealth and well established prestige, it cannot do as it thinks or pleases, and survive. The pressure of prevailing practice is inexorable. Back of most of the administrative problems involving student activities, conduct, curricula, entrance and graduation problems, is the fact of prevailing practice in other reputable colleges and universities. Colleges can not escape the "Law of Usage."

But most of the tribulations of the College have

been blessings in disguise, and out of them she has grown into established strength and power. The early faculties received small material rewards, but they trained some great men. The dignity and comfort of Classic Hall are worth all that it cost in time, money and worry. The effort to overcome the disadvantages of isolation has taught some profitable lessons. And the pressure of changing standards and conditions has urged the College to make larger provision for the work she has undertaken to do.

The first century ends in victory, thrice sweet because with such difficulty won. Hanover looks back with the satisfaction of substantial accomplishment, and forward with anticipation of the better college for which the foundations have been well laid. The nature of her situation directs that Hanover shall limit her student body to a convenient number: that in this sense she shall continue to be a small college: but that she shall hold fast to her conception of the Christian liberal arts college, and that to this end she shall provide herself with endowments and equipment which will enable her to do this type of work better than it is done anywhere else. With this program consistently followed her future is bright with great promise.

CHAPTER XX.

CHRONOLOGICAL.

1808	Williamson Dunn acquired land at Hanover from the Government.
1809	He built the first house in Hanover and brought his family.
1810-11	Country about rapidly filled up with Scotch-Irish Presbyterians.
1812	Carmel United Presbyterian Church organized.
1820	Hanover Presbyterian Church organized at Dunn's Settlement, by Rev. Thomas C. Searle.
1821	Stone Meeting House erected on site of present public schoolhouse. Mr. Searle dies same year.
1823	Rev. John Finley Crowe becomes pastor of the Hanover church. Presbytery of Salem erected by Synod of Kentucky, embracing all of Indiana, Illinois, and the states north and west.
1824	John Finley Crowe presented to Presbytery meeting at Salem question of establishing seminary for education of ministers. At fall meeting an "Education Society" was formed. No record of the meetings, if any.
1825	Salem Presbytery divided into three: Madison, Salem and Wabash. Committee comprising Messrs. Crowe, Ham- 291

ilton, Dickey and Brown appointed to induce General Assembly of Presbyterian Church to locate its proposed new theological seminary at Charlestown, Indiana. Presbytery decides to establish Presbyterian Academy at Dunn's Settlement (Hanover).

Madison Presbytery requests John Finley Crowe to organize a private academy.

- January 1 Dr. Crowe organizes the new school in a small log house, 16 by 18 feet in dimensions on his premises, with six boys in attendance.
- 1828 Presbytery takes Dr. Crowe's school under its care as Hanover Academy.
- 1829 Presbytery transfers care of the Academy to the Synod of Indiana.

 Synod establishes the Theological Seminary.

 Charter of Hanover Academy received from the Legislature of Indiana.
- 1830 Theological Professor's house burned. Post office established and called South Hanover.
- New residence completed, and the "boarding house" erected.
- "College Edifice" and a number of shops and small "dormitories" erected.
- 1833 Charter of Hanover College received from the State Legislature.
- 1834 September 23, Trustees authorize graduation of first class.
- 1834-35 Struggle between Old School and New School factions of Synod of Indiana for control of the Theological Seminary. The Old School faction won.
- July 5, Tornado swept over Hanover, leaving College and village in ruins.
- 1840 Theological Seminary moved to New Albany.

1843 December. College moved to Madison. 1844 March. Students moved the College back to Hanover. 1848 College swept by epidemic of cholera. Society for Religious Inquiry organized. 1849 Trustees purchased the College Farm. 1852 Plans for Classic Hall adopted by Trustees. 1853 Construction of Classic Hall begun. 1856 Professor Garritt became Professor of Latin. retiring in 1906. Forty-nine years he occupied the same class room. College moved into Classic Hall. 1857 Dr. Crowe retired from the Faculty. 1859 The old "College Edifice" deeded to Presbyterian Church in satisfaction of the claims of the Church against the College. January 17, Dr. Crowe died. 1860 President Wood gave the College "Wood 1862 Field" and adjoining lots west of Point House. Many students withdrew to enter armies of 1862-64 the Civil War. Women sought admission; their request was 1869 ignored, but they entered nevertheless. Educational value of Natural Science offi-1870 cially recognized. Society for Religious Inquiry converted into the Hanover College Y. M. C. A. President Heckman erected the President's 1876 House. Women officially admitted to all the priv-1880 ileges of the College. Young Men's Christian Association Building 1883 erected. The Point House was erected. 1885 The Observatory erected and equipped. 1889

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1897	Old Science Hall built.
1903	The Hendricks Library erected.
1908	Gymnasium burned. Rebuilt same year.
1916	Preparatory Department abandoned.
1918	Water system constructed. Entered into
	contract with Government to train a unit of
	the S. A. T. C.
1919	Science Hall burned. New building erected
	same year; occupied 1920.
1922	New Gymnasium erected.

THE END









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